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ABSTRACT

Project MAVE (Model for Articulated Vocational Education) was initiated to provide curriculum and program sequencing and continuity to students progressing from elementary to secondary to community college levels. Information gathered from surveys, interviews, site visitations, conferences, and literature review led to the conclusion that articulating vocational programs and services employs four major elements: building a cooperative climate, expanding staff communication, developing sequenced K-14 programs, and coordinating K-14 services. Based on these elements, a program guide was developed. The first guide element, building a cooperative climate, involves the formation of an articulation roundtable composed of representatives from each K-14 institution. The roundtable plans long range vocational programs and services. Element 2 deals with the expansion of individual, departmental/divisional, and institutional communication through the use of visitations, meetings, and inservice workshops. Element 3 involves the establishment of a curriculum committee to plan and develop sequenced K-14 curriculum activities and projects. The final guide element, coordinating K-14 services, utilizes a service committee to determine objectives, goals, and priorities and to initiate and implement joint vocational service activities. (For the final report of Project MAVE see CE 017 962.) (CSS)

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PROJECT MAVE

MODEL FOR ARTICULATED VOCATIONAL EDUCATION

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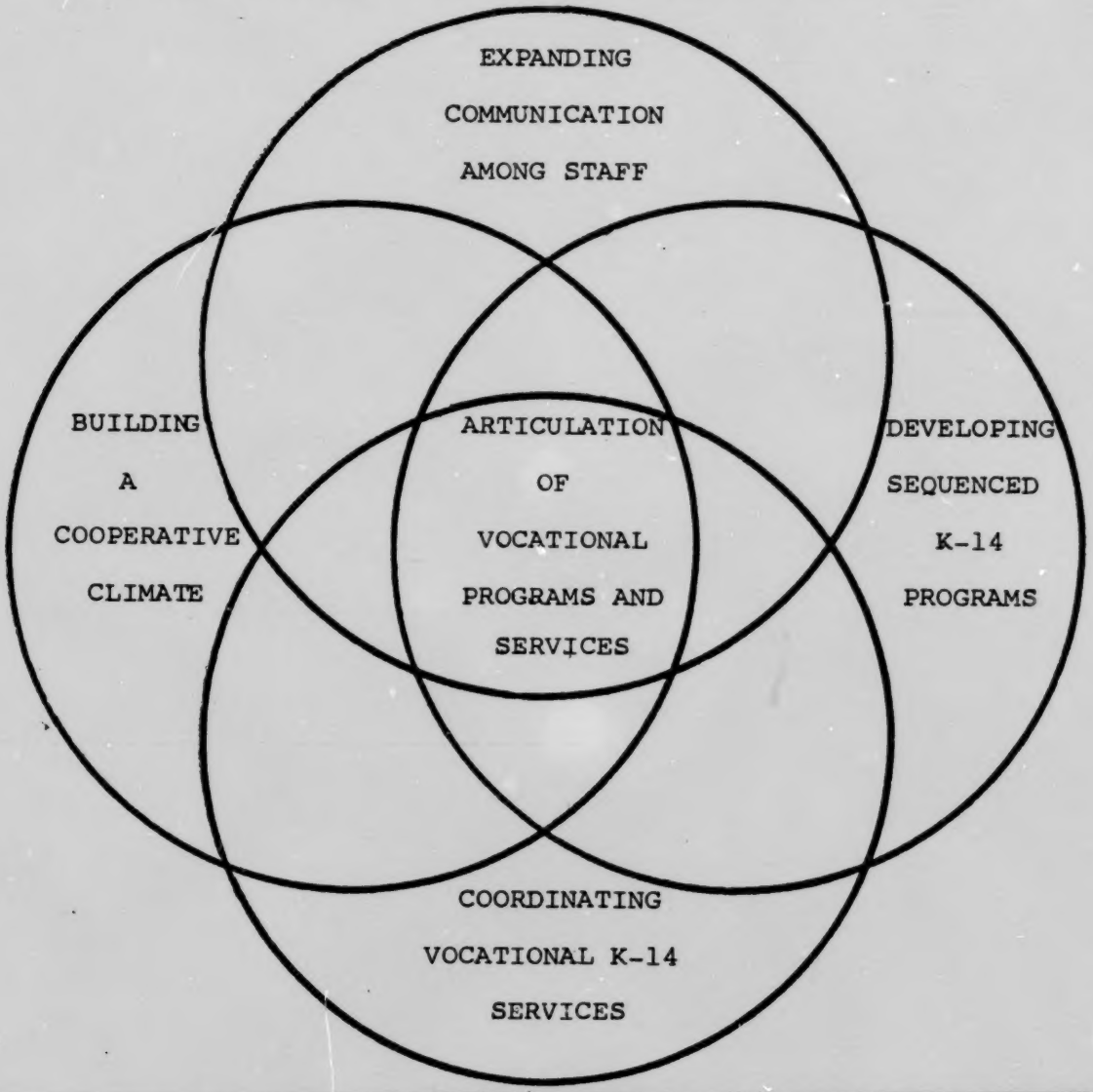
FOUR ESSENTIAL ELEMENTS FOR EFFECTIVE ARTICULATION


EXPANDING COMMUNICATION AMONG STAFF
BUILDING A COOPERATIVE CLIMATE
ARTICULATION OF VOCATIONAL PROGRAMS AND SERVICES
DEVELOPING SEQUENCED K-14 PROGRAMS
COORDINATING VOCATIONAL K-14 SERVICES

BACKGROUND TO THE DEVELOPMENT OF THE ARTICULATION GUIDE

Project MAVE (Model for Articulated Vocational Education) was initiated because Illinois educators were becoming aware that there was a need to strengthen vocational, indeed all, articulation activities within our educational system. Articulation is the means used to provide sequence and continuity in curriculums and programs and to provide needed growth and an uninterrupted sequence of learning experiences for students progressing from elementary to secondary and community college levels in both unit and dual districts.

Project and funding agency staff felt a need for a logical model with an assistant document or guide that would aid LEA personnel in the implementations of the model. The goal of the Articulation Guide is to provide Illinois educators with a formal articulation mechanism for interinstitutional and intra-institutional coordination of vocational programs and services.

The information gathered from 1,100 written surveys, 49 personal interviews, 35 Illinois site visitations, 6 formative and evaluative conferences, and literature review has provided the information leading to the conclusion that there are four major components for articulating vocational programs and services. The four major elements are:

1. Building a cooperative climate
2. Expanding communication among staff
3. Developing sequenced K-14 programs
4. Coordinating K-14 services

WHY ARTICULATION IS NEEDED

The activities in this Articulation Guide will help reduce problems such as the following:

1. Students repeating the same content at different levels.

2. Students experiencing disjointed, unsequenced content from educational level to level.

3. Students experiencing gaps in continuity when some content is skipped in going from one level to another.

4. Student matriculation from level to level not smooth because of a lack of information about the next level.

5. Students using the same materials and/or textbooks at different levels.

6. Needed student competencies not identified by each level and/or not communicated from one level to the next.

7. Testing program not comprehensive nor coordinated level by level.

8. Misunderstanding due to poor communications.

9. Faculty members at different levels not being aware of what others are teaching.

PURPOSE OF THE ARTICULATION GUIDE

The Articulation Guide gives a suggested format for developing a formal articulation system which encompasses and encourages participation on the behalf of all institutions involved in educating a child from kindergarten through community college levels.

The implementation of the articulation activities will provide the framework for school districts to:

- Provide for smoother student matriculation from level to level with fewer problems for students, counselors, teachers, advisors, and administrators.
- Increase faculty members' awareness of other educational levels.
- Reduce misunderstanding through expansion of communication.
- Coordinate efforts to eliminate bias and stereotyping to promote equal opportunity in making career choices.
- Share available resources between school districts.
- Reduce overlap of content, materials, and/or textbooks at different levels.
- Provide a system for identifying student competencies.
- Encourage development of a coordinated testing program.
- Plan K-14 area-wide curriculum activities.
- Develop interdepartmental/interdivisional curriculum coordination.
- Provide schedule flexibility for exchange teaching experiences.
- Involve community, parents, students, and teachers in curriculum development.
- Place students based upon competencies, interests, and experiences.
- Develop sequential progression programs.

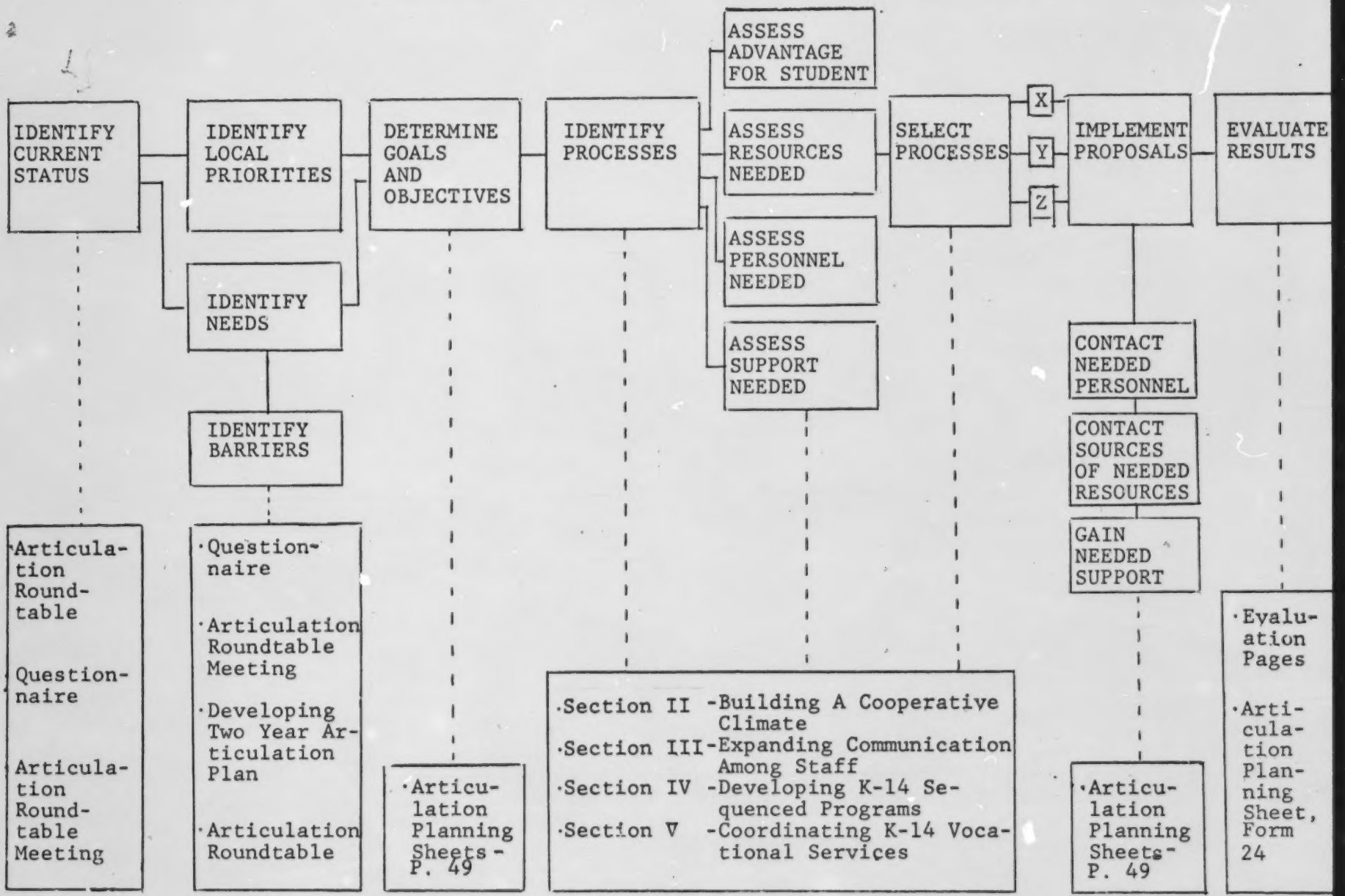
BRIEF OVERVIEW TO THE ARTICULATION GUIDE

The Articulation Guide has a suggested format, process for implementing activities and examples of forms needed. The use of the Guide will reduce the amount of time and effort needed on your part to develop, formalize and implement a plan of action for articulating vocational programs and services for students.

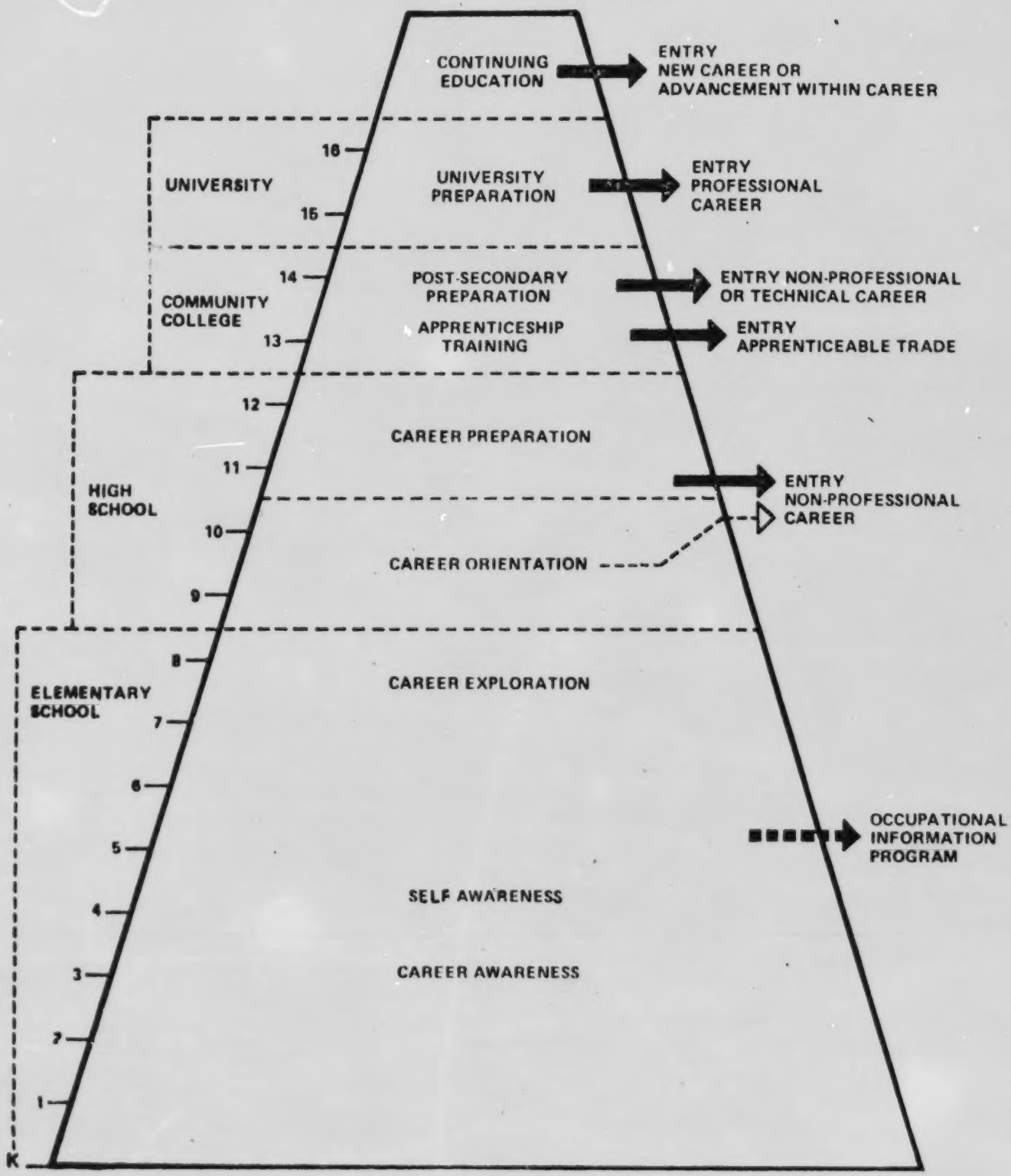
To obtain a quick initiation to the Articulation Guide, you may desire to review the Articulation Process Model on p. 7. The articulation process is identified across the top of the chart while the actual activities are noted at the bottom of the page. A Suggested Timetable for these activities is in Appendix D.

Since the Articulation Guide suggests activities for K-14 articulation, you may wish to review the Illinois Career Education Model on p. 9.

ARTICULATION PROCESS MODEL CHART



ILLINOIS CAREER EDUCATION MODEL



TERMS AND DEFINITIONS

Articulation	process utilized for communicating and sharing cooperatively to enhance the effective delivery systems in programs and services for the benefit of the student
Articulation Coordinator	person selected by Articulation Roundtable to coordinate K-14 articulation activities
Articulation Initiator	person who makes known the reason for articulation and initiates formation of Articulation Roundtable
Articulation Roundtable	formal method of communication among different levels of education
Building a Cooperative Climate	jointly working and planning together
Career Education	the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood and orients the entire educational plan into one, unified, career-based system. (Illinois Bulletin No. OCB-2800-3/1975)
Career Education Coordinator	K-8, K-12, 9-12, or 13-14 person who has assumed the responsibility for leading the development of career education programs
Coordination of Services	harmonious action to combine efforts to meet the needs of vocational students
Departmental/Divisional	subject matter (horticulture, English, science)
Departmental/Divisional Meeting Visitation	activity for representative of one subject matter group to visit subject matter meeting at another educational level
Expanding Communication	increasing the conveyance of essential knowledge and information
Guest Teacher/ Visitation Exchange	activity for teachers to experience a team teaching situation or to observe another instructor at a different level of instruction
Institution	school building or buildings occupied by your district's educational system
Interinstitutional	between institutions
Intrainstitutional	within an institution
Joint Advisory Council	industry persons, business representatives, management personnel, community representatives, labor organizations, educational personnel and students advising K-14 Articulation Roundtable or K-14 committees
Joint Articulation Institute	staffs from different schools or districts meet together to plan and develop articulation activities
Joint Departmental/ Divisional Meetings	two separate subject matter groups either representing different educational levels or different districts meet together
Sequenced Programs	series of interlocking units or courses which provide students with the opprotunities to develop competencies essential for entry-level employment and/or post-secondary education (Illinois Bulletin No. 46-474)
Student Articulation Profile Cards	records indicating student's vocational interests, abilities, potentials and learning style
Student Planning Guide	chart shows sequence of vocational courses and programs to aid the student in selection of vocational courses

The ideal articulation program would include all aspects of this Articulation Guide and more. The key goal is for the committed institution to (1) establish institutional communication and (2) begin a planned articulation effort to establish goals for increasing activities as successes are realized. Certain parts of this Articulation Guide can be effectively utilized by themselves to meet desired needs and improve certain aspects of Articulation. Yet, no matter what your articulation goals and needs are, the first step is to establish a good foundation supported by a cooperative climate. This section provides activities to build a cooperative climate. It provides the arena for communication policies to be established and for local creative and basic articulation contributions to be presented and implemented.

BUILDING A COOPERATIVE CLIMATE

Building a cooperative climate is one of the most important elements necessary to articulate vocational programs and services. A cooperative climate is composed of a willingness to get together with others in solving problems and to work harmoniously in getting the work done.

The basic fact in a cooperative climate is that it applies to a group of people who share goals in common. To attain their purpose, they are willing to plan enthusiastically and to work efficiently as a team. A cooperative climate generates thinking and planning and it stimulates initiative and enterprise as well as the ingredient of efficiency.

Building a cooperative climate is the responsibility of top administrators. First of all, morale and team spirit are products of leadership. It is the top administrators who can "set the stage" so that their staff can cooperatively carry out the plans that will articulate vocational programs and services.

A cooperative climate can come about through the formation of an Articulation Roundtable composed of representatives representing each K-14 institution and working and planning together to articulate K-14 vocational programs and services.

The first step in articulating K-14 vocational programs and services is to develop institutional coordination through a cooperative climate and formal lines of communication among institutions.

The building of a cooperative climate and interinstitutional coordination will:

1. provide for formal open communications between elementary, secondary and post-secondary levels.
2. provide the formal structure to expand articulation efforts at all levels.
3. coordinate available resources.
4. have an impact upon development of human resources.
5. have an impact on student matriculation.

WHY FORM AN ARTICULATION ROUNDTABLE

The Articulation Roundtable will use resources of administrators, guidance personnel, students, parents, and community to:

- identify local successful articulation activities
- identify local barriers to articulation activities
- develop an extended articulation plan
- implement new activities
- expand current articulation activities at all levels
- expand communications between elementary, secondary, and post-secondary.

WHAT IS THE ARTICULATION ROUNDTABLE?

The Roundtable is a formal method of communication between all levels of education and community agencies. The Roundtable will provide a formalized system for expressing different points of view (elementary as compared to community college, or business as compared to data processing); for identifying present working articulation activities, barriers, future goals and objectives; for determining local priorities; and for initiation, implementation and expansion of articulation activities.

WHO CAN INITIATE THE ARTICULATION ROUNDTABLE?

The Articulation Initiator initiates the Articulation Roundtable. The Articulation Initiator contacts possible members of the Articulation Roundtable, sets up agendas and meeting dates, initiates articulation activities, etc. The Articulation Initiator, with assistance from other personnel, directs the articulation activities: initiating activities, reviewing progress, and offering ideas and assistance as needed. The Articulation Initiator performs these duties until the Articulation Coordinator has been selected.

WHO IS THE ARTICULATION COORDINATOR?

The Articulation Coordinator is the person who is selected by Articulation Roundtable to serve all K-14 schools or districts by coordinating interinstitutional articulation activities. The Articulation Coordinator selected should have an understanding of the various levels of education and be aware of each level's needs, goals and objectives. The Articulation Coordinator should be at an administrative level and be able to communicate with administrators, students, teachers, counselors, coordinators, librarians and other school staff members. The Articulation Coordinator should be a leader with an understanding of the career-vocational concept and with an ability to guide discussion and decision-making.

WHO SHOULD BE ARTICULATION ROUNDTABLE REPRESENTATIVES?

Ideally, each district should be represented by (1) Superintendent/President and (2) Vocational Director/Dean/Principal. The Superintendents/Presidents and Directors/Deans/Principals will form an administrative group with the leverage necessary to promote articulation activities as well as remove some barriers to articulation activities.

Numerically, the Articulation Roundtable should be a manageable group, somewhere between 10 and 30 representatives. The Articulation Roundtable representatives should be those who would give the most impact, having perhaps subcommittees to include the remainder of districts who ideally should be represented. The goal is, of course, K-14 articulation, but it may be necessary to start with a 9-12, or 9-14, or K-12 outlook and then, at a later stage, expand the levels of articulation.

WHEN SHOULD THE ARTICULATION ROUNDTABLE MEET?

During the initial stages it will be necessary to meet bi-weekly or monthly. As the articulation plan is implemented, it may be possible to taper off to bimonthly and, eventually, reduce it to twice annually.

WHERE SHOULD THE ARTICULATION ROUNDTABLE MEET?

The first meeting should be hosted by the Articulation Coordinator. After the initial meeting, the Roundtable should move about from school to school so as to allow representatives from each school to visit other buildings and become familiar with their personnel and setting.

ROLE OF THE ARTICULATION ROUNDTABLE PARTICIPANTS

The Articulation Roundtable participants are representatives of their school, district, or community agency. The Articulation Roundtable representatives are the formal communication link between their school, district or community agency and other schools, districts or community agencies. Their role is to (1) make joint decisions, (2) communicate information to the Articulation Roundtable, and (3) collect information and disseminate Articulation Roundtable information to the people they represent such as students, teachers, administrators, etc.

The representatives should attend the Articulation Roundtable with an attitude of "give and take." Representatives should be willing to develop a climate of trust, understanding, rapport, and cooperation. These are the basic elements for institutional communication.

Following the meetings, information should be released to interested parties by best media method. After each meeting, it is suggested that participants will distribute valuable information:

- to parents by formal newsletter and newspaper
- to students by formal newsletter and community or student newspaper
- to staff by formal newsletter and informal contacts
- to guidance department by formal newsletter and informal contacts
- to community by news releases, radio announcements, etc.

* * * * * *

Minutes of the Articulation Roundtable meetings should be typed and copies provided for all Articulation Roundtable members. The Articulation Roundtable members are to provide copies for each of their district buildings and other interested parties.

Whenever possible, use students for typing, duplicating, mailing, etc.

PROCEDURES FOR FORMING ARTICULATION ROUNDTABLE

Person Responsible	Activity	Resources to Utilize
Articulation Initiator	To make known the reason for articulation.	
Articulation Initiator	Initiate following activities to form Articulation Roundtable.	
Articulation Initiator	Decide what institutions should be involved in Articulation Roundtable by listing institutions. Use area institutions that a local district student would normally attend when progressing from K to 14th grade. (In case a community college is initiating the effort, select the K-12 school that indicates the greatest willingness to cooperate and interest in the program.)	Form 1 Guidance personnel can assist in listing schools.
Articulation Initiator	From Form 1 list, contact superintendents to obtain administrative support.	Form 2 Attach Form 3, Form 5
Superintendent/ President	Obtain Board of Education approval.	Form 4
Articulation Initiator	Develop final list of Articulation Roundtable representatives.	Form 6

PROCEDURES FOR HOSTING FIRST ARTICULATION ROUNDTABLE MEETING

Person Responsible	Activity	Resources to Utilize
Articulation Initiator	Select date of first Articulation Roundtable Meeting.	Form 10
	Contact selected representatives from final list of representatives on Form 6.	Form 7 Attach Form 8
	Reserve meeting room for the group.	
	A week to 10 days before the first meeting, send out reminder notice with agenda attached.	Form 9
	If needed, prepare name tags.	
	Optional Activity: Prepare tour route and tour information.	Form 11
	A day before the meeting, make reminder phone calls to participants.	
	Prepare the following forms for participants:	
	(a) questionnaires for distribution (b) evaluation of Roundtable meeting (c) joint agreement forms	Appendix B Form 12 Form 5
	On the day of the meeting, prepare the meeting room.	
	Chair the meeting.	Form 10

THE TEN COMMANDMENTS

FOR

ARTICULATION INITIATOR/COORDINATOR

I. *Be an enthusiastic initiator.*

II. *Do contact people about joining the Articulation Roundtable--even "strangers." In vocational education there is a commonality in that educators do desire to improve programs and services for students. Use this commonality to open a discussion about articulation activities.*

III. *Do provide name tags for meeting groups. It is easier to discuss ideas with another person when you know his/her name and what institution he/she represents.*

IV. *Do develop an agenda for each meeting and use it.*

V. *Do encourage people to discuss their present articulation efforts.*

VI. *Do be positive. Let other people state their ideas and react to the good aspects of the suggestions. Try not to discourage them by saying, "We can't do that because.."*

VII. *Bring discussions to a closure.*

VIII. *After meetings, reflect on the ideas discussed, summarize, editorialize, and organize into a workable plan.*

IX. *Do rotate meeting places.*

X. *Do encourage host institution to provide a short program about their articulation activities.*

NOTES FOR HOST OF FIRST ARTICULATION ROUNDTABLE MEETING

1. You may introduce the representatives, or have the participants introduce themselves. Name tags should be available.
2. "As mentioned in the note that I sent to you last week, we want to discuss the present articulation efforts and activities in which you and your staff are engaged currently. Even though the activities in which you and your staff are engaged may seem like 'old hat' to you, it may be 'news' to other people here today. Some of the items we should look at today are:

   - What activities are you engaged in that promote institutional coordination?
   - Do you have a unique advisory council or curriculum committee?
   - What procedures are you involved in that will expand communication among students, teachers, parents, administrators and community?
   - What committes do you have that are engaged in developing sequenced programs, curriculum, proficiency exams, and student assessment and placement within a program?

   I will start with myself and then we will progress to my right."

3. If possible, arrive at a consensus regarding content of the cooperative arrangement.
4. Distribute questionnaire per Appendix B.
5. "It is desirable for the Articulation Roundtable to rotate meeting places. This will provide us an opportunity to visit and tour other learning environments and to develop an appreciation for other institutional settings. I will help whoever will volunteer to host the next meeting by providing you with materials, suggested agenda, and other necessary forms."
6. Continue through your agenda.

PROCEDURES FOR CONTINUATION OF ARTICULATION ROUNDTABLE MEETINGS

Person Responsible	Activity	Resources to Utilize
Articulation Initiator	The Articulation Guide section "Developing a One and Five Year Plan" will assist you in your endeavors to develop a local plan.	P. 49
Articulation Initiator	Offer assistance to host of next meeting and subsequent meetings.	Form 14 Form 15 Form 16 Form 17
	Form 19 lists possible activities for subsequent Articulation Roundtable meetings.	Form 19
	Your Articulation Roundtable may decide to extend the group. If needed, use Form 13 to include additional districts on the Articulation Roundtable.	Form 13
Articulation Roundtable Members	Select Articulation Coordinator. Select permanent chairperson, if desired. Select recording secretary.	
Articulation Coordinator	· Do communicate to other educators about the activities. · Occasionally, inform your staff about the activities.	Form 17 Form 18

SCHOOLS THAT SHOULD BE INVOLVED IN ARTICULATION ROUNDTABLE ACTIVITIES

	Institution	Name of Superintendent/ President	Superintendent/Pres. Contacted	Superintendent/Pres. gives support	Board of Educ. gives support
Elementary					
Secondary Schools					
Area Vocational Center					
Community College					

Form 1
29

Sample Invitation to
Support Articulation
Roundtable

Little Wabash Area Vocational Center

Rural Route No. 2, Carmi, Illinois 62821 Phone 382-4689

November 28, 1977

Dr. Harry W. Abell, President
Southeastern Illinois College
Harrisburg, IL 62946

Dear Dr. Abell:

As you are aware, there is an ever increasing need for articulation and institutional cooperation for effective vocational education. We need to unite activities into one articulation effort for coordination of kindergarten through community college levels.

As I discussed with you on the phone, we are establishing an Articulation Roundtable to formalize our vocational education articulation efforts by formalized communication, sharing and cooperation among schools.

The Roundtable will provide for communication of the different educational level points of view; identify present working articulation activities, barriers, future goals and objectives; determine local priorities and initiate implementation and expansion of articulation activities.

The formation of an Articulation Roundtable is extremely important in our area. The first meeting is scheduled for 2:00 p.m. at the Unit #5 Central Administration Building on Main Street in Carmi on Tuesday, December 6, 1977. I would be most happy if both you and Dean Gregg could attend this first meeting.

I have enclosed a letter of response concerning your availability to attend this meeting along with a tentative agenda.

Sincerely,

Art Saunders

Art Saunders, Articulation Coordinator
Little Wabash Area Vocational Center
Carmi, IL 62821

AS/ba

Enclosure

Form 2
30

Response to Articulation
Roundtable Invitation

October 15, 19--

Mr. William Jones
Articulation Coordinator
Featherton Area Vocational Center
Jonesville, IL

Dear Mr. Jones:

Yes, we will support your efforts to develop institutional coordination through the formation of the Articulation Roundtable and the Cooperative Arrangement.

You may contact _____ (name), our _____ (vocational director/dean/principal), at _____ (address) or _____ (phone number).

You may contact me at _____ (phone number) or _____ (address).

Sincerely,

Mary Doe
Superintendent
Willowspring Community Unit #1

Suggested Letter for Supt./
President to Obtain Board of
Education Support for Articulation Roundtable

Little Wabash Area Vocational Center
Rural Route No. 2, Carmi, Illinois 62821 Phone 382-4689

December 6, 1977

Dr. William H. Courtnage, President
Carmi Community Unit District #5
301 West Main Street
Carmi, IL 62821

To the Board of Education:

As you are aware, there is an ever increasing need for articulation and institutional coordination among educational groups. Most articulation problems point to lack of smooth student matriculation due to disjointed, unsequenced programs, lack of content continuity, lack of resource coordination, lack of identified student competencies, and misunderstanding due to poor communications. These problems do have an effect upon all persons involved in education and especially the problems affect the vocational student's educational process. A formal articulated organizational pattern that coordinates vocational programs and services for students at all levels will have an impact upon optimum student development and will provide solid, concrete steps for the student when moving from one learning environment to another learning environment.

The first step in developing institutional coordination of vocational programs and services is to develop formal lines of communication among institutions. We are developing an Articulation Roundtable that will provide for formal open communications between elementary, secondary and post-secondary levels and be the vehicle for expanding articulation efforts at all levels.

This is a joint articulation effort with Carmi Unit #5, Illinois Eastern Community College District, Southeastern Illinois College, and Little Wabash Area Vocational Center. Please support the Articulation Roundtable by:

- empowering the representative to the Articulation Roundtable to act in the name of the Carmi Unit #5 Board of Education

- cooperating with all decisions made by the Articulation Roundtable or offering alternatives to the decisions

- permitting the representative to the Articulation Roundtable to report to the staff on a regular basis

- responding to surveys initiated by the Articulation Roundtable

- sharing in-district and in-school materials as requested by the Articulation Roundtable

- permitting (or inviting) visitors from other member schools/districts to attend staff and department meetings

- permitting teacher visits as requested by the Articulation Roundtable

- permitting teacher exchanges as requested by the Articulation Roundtable

- holding joint inservice education as requested by the Articulation Roundtable

- sharing facilities and resources (materials, personnel, etc.) when feasible and desirable

- adopting Joint Calendar

- cooperating with facets of the "Two Year Articulation Plan" developed by Articulation Roundtable

Sincerely,

Arthur R. Saunders

Arthur R. Saunders, Articulation Coordinator
Little Wabash Area Vocational Center
Carmi, Illinois 62821

AS:ba

VOCATIONAL/CAREER EDUCATION COOPERATIVE ARRANGEMENT

_____School, or _____District, agrees to enter into a program or articulation with _____District and to facilitate the articulation program by:

A. Appointing a representative to an Articulation Roundtable* and other councils and committees agreed on.

B. Empowering the representative to the Articulation Roundtable to act in the name of the school or district.

C. Permitting the representative to the Articulation Roundtable to report to the school/district staff on a regular basis.

D. Being represented at <u>all</u> Roundtable, council and committee meetings.

E. Cooperating with all decisions made by the Articulation Roundtable with at least a majority vote.

F. Keeping its own staff informed about the Articulation Roundtable and its activities.

G. Sharing information as requested by the Articulation Roundtable.

H. Responding to surveys initiated by the Articulation Roundtable.

I. Sharing in-district and in-school materials as requested by the Articulation Roundtable.

J. Sharing facilities and resources (materials, personnel, etc.) when feasible and desirable.

K. Changing in-district and in-school vocational/career education programs and services only after notifying other members of the Articulation Roundtable of intent to do so.

L. Including other members of the Articulation Roundtable as observers (and/or participants) in committees making program decisions.

M. Notifying other member districts (schools) of vocational/career education program revisions as soon as they have been planned.

N. Permitting (or inviting) visitors from other member schools/districts to attend staff and department meetings.

O. Permitting teacher visits as requested by the Articulation Roundtable.

P. Permitting teacher exchanges as requested by the Articulation Roundtable.

Q. Hosting joint in-service education as requested by the Articulation Roundtable.

R. Hosting fair share of meetings and paying meeting costs.

S. Cooperating with the "Two Year Articulation Plan" developed by Articulation Roundtable.

Signature _____ Date _____

*Articulation Roundtable composed of Superintendent/President and Vocational Director/Dean/Career Education Coordinator.

FINAL LIST OF REPRESENTATIVES
TO ARTICULATION ROUNDTABLE

	School/Institution	Representative	Position	Address	Telephone Number
Elementary					
Secondary Schools					
Area Vocational Center					
Community College					

Form 6
35

Sample Invitation
To First Articulation
Roundtable Meeting

Livingston Area Vocational Center

1100 Indiana Avenue
Pontiac, Illinois 61764

January 16, 1978

Daren L. Cox, Director
Larry Exton, Guidance Coordinator
815-844-6113, Ext. 22

Dr. Roy J. Wright, Adm. Assistant
Illinois Central College
East Peoria, Illinois 61635

Dear Dr. Wright:

I am very pleased that you have accepted the appointment to become a member of our Livingston Area Articulation Roundtable.

It is our hope that the Roundtable will provide for communication between the different levels of educational points of view, identify present working articulation activities, barriers, future goals and objectives; determine local priorities and initiate and expand articulation activities.

The first meeting of the Roundtable is scheduled for 10:00 A.M. at the Livingston Area Vocational Center on Thursday, February 16, 1978.

We will discuss forming a cooperative arrangement, development of long range articulation plans, establish future goals and objectives to better promote cooperation between the levels of education.

Please respond on the enclosed form concerning your availability to attend this meeting.

Sincerely yours,

Daren L. Cox

Daren L. Cox,
Articulation Coordinator
Livingston Area Vocational Center

DLC:jz
enc.

Form 7
36

Sample Response Form

Livingston Area Vocational Center

1100 Indiana Avenue
Pontiac, Illinois 61764

February 10, 1978

Daren L. Cox, Director
Larry Exton, Guidance Coordinator
815-844-6113, Ext. 22

PLEASE RETURN

Check one

____ Yes, I will plan to attend the Livingston Area Articulation Roundtable meeting on Thursday, February 16, 1978 at 10:00 A.M.

____ No, I will be unable to attend, but will send _____ to represent our institution.

____ No, we will be unable to attend the Roundtable meeting, but please keep us informed of articulation activities.

Check one

____ Yes, I will plan to attend the luncheon at 12:30 P.M. at New Log Cabin.

____ No, I will not be able to stay for the luncheon.

Maureen Sand
Signed

Lexington

Please return to:

Livingston Area Vocational Center
1100 Indiana Avenue
Pontiac, Illinois 61764

Sample Reminder Notice
To Be Sent One Week
Before Meeting

Livingston Area Vocational Center

1100 Indiana Avenue
Pontiac, Illinois 61764

February 10, 1978

Daren L. Cox, Director
Larry Exton, Guidance Coordinator
815-844-6113, Ext. 22

Mr. Leeon Carrico, Principal
Chatsworth Comm. Unit High
Chatsworth, Illinois 60921

Dear Mr. Carrico:

Just a note of reminder, that the first meeting of the Livingston Area Articulation Roundtable is scheduled for 10:00 A.M. at the Livingston Area Vocational Center on Thursday, February 16, 1978. An optional tour of our center programs will be arranged at 9:30 A.M.

Please come prepared to discuss your present articulation activities that you and your staff are engaged in currently both within your school or district, and between your district and other schools or districts.

We will plan to have lunch at the New Log Cabin at 12:30 P.M. so that you can be on the road home no later than 2:00 P.M.

Very truly yours,

Daren L. Cox

Daren L. Cox, Coordinator

DLC:jz

Form 9
38

Suggested Agenda Format Which Has Been Used With Success

ARTICULATION ROUNDTABLE
MEETING 1

Meeting Date: _____

Meeting Time: _____

Meeting Place: _____

Suggested Meeting Activities

1. Make Introductions.

2. Explore and discuss present articulation activities such as:

   a. cooperative efforts
   b. involvement with CETA/CEDA Projects
   c. involvement with cooperative advisory councils/work education councils
   d. joint curriculum committees
   e. joint agreements
   f. teacher visitations
   g. joint meetings
   h.
   i.
   j.

3. Discuss Vocational/Career Education Cooperative Arrangement. Form 5

4. Distribute questionnaire to help determine future goals and Two Year Plan. Appendix B

5. Decide who will host next meeting.

6. Tour the host facility. Form 11

7. Complete "Evaluation of Articulation Round-Table Meeting" form. Form 12

8. Other: Select Articulation Coordinator.

   Select permanent chairperson, if desired.

   Select recording secretary.

Helpful Source: Thornton Community College Agenda for meeting with Prairie State/Thornton Community College career education deans and feeder high school vocational directors.

OPTIONAL ACTIVITY
TOURING THE FACILITY

Plan a 15-20 minute physical tour of the facility.

Information to be included in verbal discussion:

- brief philosophy
- brief review of goals
- number of students
- type of students
- admission requirements, fees, etc.
- grading system, proficiency exam system, etc.
- services available to community

  (placement services, guidance services, work-study programs, qualified teachers for community needs, etc.)

- number of faculty members

Date_____

EVALUATION OF ARTICULATION ROUNDTABLE MEETING

Circle One

1. Has this meeting expanded communication? Yes No

   How? _____

   _____

   _____

2. Did this meeting provide you with useful information that will be valuable to:

   -yourself? Yes No

   -your teachers? Yes No

   -other administrators? Yes No

   -parents? Yes No

   -community? Yes No

   -other? _____

3. Has this meeting expanded your understanding of another institution's goals, aims or situation? Yes No

4. Comments: _____

   _____

   _____

5. Suggestions for Improvement:

   _____

   _____

   _____

Form 12
41

Include Additional Districts on the Articulation Round-table

Little Wabash Area Vocational Center

Rural Route No. 2, Carmi, Illinois 62821 Phone 382-4689

December 13, 1977

Dr. Terry Ludwig
Dean of Instruction
Olney Central College
305 N. W. Street
Olney, IL 62450

Dear Dr. Ludwig:

Recently our center was chosen to serve as one of seven field test sites for a DAVTE research and development project in articulation of K-14 vocational education.

We have organized a Roundtable made up of administrative personnel of the various levels of K-14 articulation. We are in hopes that this joint endeavor will open channels of communication and allow for a greater coordination of programs and services which will enhance all our efforts and certainly the students involved.

We have determined from our follow-up studies that the majority of our graduates attend either Illinois Eastern Community Colleges District or Southeastern Illinois College.

At this point, Wabash Valley College has consented to participate. However, we would be happy to have other campuses represented. I am aware that each campus has its special program areas and it would be very beneficial to have all those areas, especially those program areas which we offer courses, represented.

Our next meeting will be held December 20 at 2:00 p.m. here at the Little Wabash Area Vocational Center. Ms. Marilyn Artis, project director from the sponsoring school, Thornton Public Schools, will be here to assist us in our planning.

Please refer to the map printed on the reverse side for your convenience. We shall look forward to seeing you at the December 20 meeting.

Sincerely,

Arthur R. Saunders

Arthur R. Saunders
Articulation Coordinator

AS/ba

52

Form 13
42

ARTICULATION ROUNDTABLE
MEETING 2

Meeting Date: _____

Meeting Time: _____

Meeting Place: _____

Suggested Meeting Activities

1. Review results of questionnaire.
2. Discuss results of questionnaire.
3. Formulate goals and objectives using Project MAVE Articulation Planning Sheets.
4. Set up necessary subcommittees to initiate activities.
5. Tour the host facility.
6. Complete "Evaluation of Articulation Roundtable Meeting" form.
7. Decide who will host next meeting.

Sample Agenda for
Subsequent Articulation
Roundtable Meetings

Project M.A.V.E. Roundtable Meeting

February 16, 1978

Wabash Valley College

1:00 P.M. Student Center

Agenda

I. Update on Child Care Joint Departmental Meeting

II. Progress report on Departmental Staff Directory

III. Plan next step in Articulation Activities

IV. Other Articulation matters

Form 15
44

Sample Reminder
Notice for Subse-
quent Meetings

Little Wabash Area Vocational Center

Rural Route No. 2, Carmi, Illinois 62821 Phone 382-4689

TO: Articulation Roundtable Members

FROM: Art Saunders, MAVE Articulation Coordinator

DATE: May 1, 1978

RE: ARTICULATION MEETING--MAY 4, 1:00 P.M.

This is a reminder of the May 4 Roundtable meeting scheduled for 1:00 P.M. at the Southeastern College campus. Our meeting will be held in the board room of the administration building.

Items on our agenda will include a report on the Auto Mechanics meeting held at O.C.C. and the Health Occupations meeting held at Southeastern.

I will report on the feedback and improvement conference held at Thornton Community College, April 18 and 19 and the future direction of M.A.V.E.

The primary purpose of this meeting will be devoted to planning a two-year articulation program. You are asked to give this some thought and bring your ideas with you. I hope to see you on Thursday.

Form 16
45

CHECK LIST FOR IMPLEMENTATION OF ARTICULATION GUIDE

The following persons:		Have Been Informed Regarding the Articulation Guide	Positively Support the Activities	Have A "Wait and See" Attitude	Oppose the Activities
Board of Education(s):	elementary				
	secondary				
	community college				
Superintendent(s):	elementary				
	secondary				
Community College President					
Principals:	elementary				
	secondary				
AVC Director					
Dean of Career Education					
Guidance Personnel					
Instructors:	elementary				
	secondary				
	AVC				
	community college				

Sample Letter to
Vocational Staff

Little Wabash Area Vocational Center

Rural Route No. 2, Carmi, Illinois 62821 Phone 382-4689

TO: Vocational Staff

FROM: Art Saunders

DATE: December 22, 1977

RE: PROJECT MAVE

I want to take this opportunity to inform you of a DAVTE project in which we have been asked to participate. The project - called MAVE - is a model for articulation of vocational education K-14.

This is a project initiated by Thornton Area Public Schools. They spent last year developing a handbook for articulation. This year they have asked seven school agencies to field test the handbook of which we are one of the seven. Next year will be the demonstration centers of which we will probably continue as such.

As a structure for the articulation model, we are going to use Carmi Unit 5, Southeastern Illinois College District, and Illinois Eastern Community Colleges District. To further explain, we will be working with Jefferson, Middle School, High School, AVC, SIC, Wabash Valley, Olney Central, and Lincoln Trail Colleges as articulation levels.

We have organized a Roundtable made up of personnel from each of these schools. As a basis for assessing our needs we asked many of you to complete a questionnaire. We appreciate your efforts and received some worthwhile information for future direction.

We had our second Roundtable meeting here at the center this past Tuesday and began forming priorities and a plan of action.

We realize from the questionnaires received both from the secondary and community colleges staffs that there is a real need for awareness of what each level is offering and communication among staffs.

Therefore, one of our goals is to bring departments from the secondary and community colleges together. We plan our first such departmental meeting February 8 (inservice training day) here at the center with the Home Economics Dept. This will bring together the staffs of our unit along with Southeastern and Wabash Valley. Other joint meetings will be planned later.

We are also working on a Program Tree whereby in a flow chart it will be possible to identify all instructors in a particular program area at all levels. It is hoped that this will better make us aware of those we need to be working with.

Hopefully, this explains what MAVE is attempting to do. We'll try to keep you informed and most likely ask you to help us out.

SUGGESTED MEETING ACTIVITIES
FOR SUBSEQUENT ARTICULATION ROUNDTABLE MEETINGS

Suggested Activities for Each Meeting

I. Tour the host facility.

II. Complete "Evaluation of Articulation Roundtable Meeting" form.

III. Decide who will host next meeting.

Other Suggested Articulation Meeting Activities

I. Develop mutual schedules to provide opportunities for staff to participate in:

- A. Teacher/Visitation Exchanges
- B. Joint Departmental/Divisional Meetings
- C. Joint In-Service/Workshop/Institute

II. Jointly develop (K-14) student competencies

III Jointly develop (K-14) programs

- A. Curriculum philosophy
- B. Curriculum guides
- C. Program manuals
- D. Listing of programs and services

IV. Jointly develop (K-14) Student Placement Services

- A. Student transfer guides
- B. K-14 testing system
  - 1. Proficiency
  - 2. Ability
  - 3. Interest
  - 4. Aptitude
- C. Job placement services
- D. Guidance service guides
- E. Feedback system - to previous school
  - 1. Survey of teachers
  - 2. Survey of employers
  - 3. Survey of students
  - 4. Survey of guidance personnel
- F. Joint Career Day - Night
- G. System for articulating student vocational interests
- H. Listing of community resources and services

V. Development - jointly of One and Five Year Plan for Occupational Education

VI. Development of Student-Parent Handbook

VII. Program Tree - flow chart - identify instructors of similar programs at all levels.

VIII. Develop slide program for student orientation to K-14 vocational career programs and sequences

IX. Develop K-14 Curriculum Committees

X.

XI.

XII.

Form 19
48

DEVELOPING A ONE AND FIVE YEAR ARTICULATION PLAN

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator/ Articulation Roundtable	Administer questionnaires to identify current status, needs, priorities, and barriers.	Appendix B
	Analyze questionnaires.	Form 87 Form 88
	Identify local articulation priorities.	Form 89
	Develop goals and objectives for a One and Five Year Plan.	Form 20

ARTICULATION PLANNING SHEET EXPLANATION
(See Planning Sheets with Examples on Pages 55-64)

The ARTICULATION PLANNING SHEETS are vital to successful vocational articulation. With these sheets, you will transcend the stage between talking and success. By working with this material, your ideas and plans will be formally presented to everyone for a coordinated, consistent articulation effort. The necessary details and constant work required for success will be planned and monitored by those responsible for your institution's vocational articulation program through the use of the ARTICULATION PLANNING SHEETS.

GOAL STATEMENT:

Goal statements are desired results for vocational articulation stated in broad terms. They allow interested parties the opportunity to set their sights and zero in on a common purpose.

OBJECTIVES:

The Objectives complement each individual Goal. Normally, there is a series of Objectives for each Goal. Objectives set a specific direction for future efforts.

They must be specific and written in measurable terms. Everyone associated with a project must understand exactly what is to be accomplished.

PROCEDURAL ACTIVITIES:

These are the identified steps which need to be completed so that the Objectives can be accomplished. They should be listed in sequence so these activities will occur in chronological order.

There are, usually, a number of Procedural Activities for each Objective. Each Procedural Activity should begin with an "action verb"--i.e., a verb which immediately conveys to everyone exactly what must be undertaken.

COMPLETION TIME:

The Completion Time could be stated as a specific date--e.g., 3-15-78 or a time range--e.g., 2-25-78 - 3-21-78. If the "time range" technique is used, those developing the PLANNING SHEET should determine an "optimistic time" (an expectation date expected if everything went exactly as planned) and a "pessimistic time" (an expectation date anticipating that unusual problems will occur.) These two dates should then provide the "time range."

If a specific date is used, the date should be a "realistic time," some time between the optimistic and pessimistic times.

RESPONSIBLE PERSON/DEPARTMENT:

This column on the Planning Sheet provides an accountability factor. A responsible person, department, or area of the school should be identified and matched with each Procedural Activity.

Each person will know exactly what is expected of him or her. If a Completion Time is not met, everyone will know who needs to be contacted for assistance or direction in order to complete the Activity.

EVALUATION:

The Evaluation is a culminating activity which occurs when all the Procedural Activities for an Objective have been completed. A brief critique of the results of each step should be written. The purpose of this Evaluation column is to determine whether or not the Activities led to the successful attainment of the Objective.

A recommendation to continue or discontinue the Procedural Activity in the future should be a part of this evaluation.

CONTINUATION ACTIVITIES:

This phase of the ARTICULATION PLANNING SHEET is necessary to insure the future success of vocational education articulation. It should include those successful Procedural Activities identified in the Evaluation and any new or modified activities which might strengthen past performances which were less than successful.

MONITORING TIMES:

The final column also helps to determine the future continuation of successful articulation practices. A time schedule for Monitoring the Continuation Activities should be identified. Here, specific dates or time periods--e.g., every two months--could be utilized.

At these dates or time periods, a review of the Continuation Activities will be undertaken. Determinations can then be made in regard to continuing, discontinuing or modifying.

ARTICULATION PLANNING SHEET-#1
ORGANIZATION

GOAL STATEMENT:
(Developed at Articulation Roundtable Meeting #2)

Develop a system which will award entering students college credit for competencies developed at the secondary level.

OBJECTIVES:
(In measurable terms)

1. Prepare a list of comparable courses between the community college and feeder high schools by reviewing course outlines from each school.
2. Make staff in community college and feeder secondary schools aware of the comparable courses by distributing the list to involved staff and discussing it at departmental/divisional meetings.
3. Prepare a written procedure to assess student competencies using a test, interviewing procedure and/or competency validation form for students having completed courses on the "comparable course list".
4. Field test the procedure on at least three students matriculating to the community college and prepare a written report on the results of this field test.
5. Review the procedure and make needed changes in the procedure.
6. On an annual basis, report the number of students awarded credit by the community college for competencies developed at the secondary level.
7. _____
8. _____
9. _____
10. _____

Form 20
55

Form 21
56

ARTICULATION PLANNING SHEET-#2

OBJECTIVE:
(A Planning Sheet #2 for each Objective listed on Planning Sheet #1)

Prepare a list of comparable courses between the community college and feeder high schools by reviewing course outlines from each school.

ACTIVITY:

Procedural Activities (in sequence)	Completion Time	Responsible Person or Dept./Div.
1. Form a task force of secondary and community college instructors and/or departmental/divisional chairpeople.	October 1st	Articulation Coordinator K-14 Curriculum Com.
2. Review catalogs and printed material from schools to identify possible comparable courses.	October 14th	Task Force
3. Secure course outlines and course objectives for seemingly comparable courses.	October 21st	Articulation Coordinator
4. Establish criteria to determine comparability between courses.	November 21st	Task Force
5. Evaluate course outlines and objectives to determine comparability.	December 7th	Task Force
6. Prepare list of courses judged to be comparable.	December 14th	Articulation Coordinator

ARTICULATION PLANNING SHEET
FIRST YEAR'S ACTIVITIES

From Planning Sheet #2, list out activities in date order. Under the proper column, put a "O" for initiation date of activity and mark "X" for completion date of activity.
(Example assumes all dates were met on time.)

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
1. Form a task force of secondary and community college instructors and/or departmental/ divisional chairpeople.	"O"-15th	→ "X"-1st										
2. Review catalogs and printed material from schools to identify possible comparable courses.		"O" "X" 1st→14th										
3. Secure course outlines and course objectives for seemingly comparable courses.		"O" "X" 14th→21st										
4. Establish criteria to determine comparability between courses.		"O" 21st	→ "X" 21st									

Form 22
57

Form 23
58

ARTICULATION PLANNING SHEET
SECOND YEAR'S ACTIVITIES

From Planning Sheet #2, list out activities in date order. Under the proper column put a "O" for initiation date of activity and mark "X" for completion date of activity.

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
5. Evaluate course outlines and objectives to determine comparability.			"O"-21st →	"X"-7th								
6. Prepare list of courses judged to be comparable.				"O" 7th → "X" 14th								

ARTICULATION PLANNING SHEET-#3
REVIEW

Objective (From Form 21, p. 56)	Evaluation Observable Performance	Continuation Activities	Monitoring Times
1. Prepare a list of comparable courses between the community college and feeder high schools by reviewing course outlines from each school.	The list was produced on time. It consisted of 18 secondary school courses from 4 different schools comparable to 12 courses at the community college. The procedure activities need not be repeated for at least 3 years.	Continue Procedural Activities Nos. 2, 3, 5 and 6.	Every three years from date when first comparable course list was produced.

Form 60-25

OVERVIEW OF POSSIBLE PROCEDURES FOR A ONE AND FIVE YEAR ARTICULATION PLAN (See pages 49-59)

Suggested Articulation Procedures	Person Responsible	Budget Items	Suggested Dates to Initiate Activities	Helpful Section in Articulation Guide
JOINTLY DEVELOP ARTICULATION PLAN	Superintendents/ Presidents, Vocational Directors/Deans, Articulation Coordinator; based upon information gathered from staff, students, parents and community.	Meeting Expenses Questionnaires - producing mailing tabulating	September, October, November, First Year	Developing a One and Five Year Articulation plan, p. 49 Sample Planning Sheets, pp. 55-59
DEVELOP JOINT AGREEMENTS to support the plan	Superintendent/ President, Vocational Director/Deans, Articulation Coordinator, and Boards of Education.	Preparation of agreements Other costs depending upon agreements made.	November, First Year August, Second Year, Revise and Expand	Vocational/ Career Education Joint Agreement, Form 5
Jointly establish K-14 Advisory Council and Advisory Council Handbook	Superintendent/ President, Vocational Director/Dean, Articulation Coordinator, and Principals.	Meeting Expenses Duplicating Expenses Dissemination Expenses	November, December, First Year	Joint Advisory Council, p. 65
JOINTLY DEVELOP MUTUAL SCHEDULE to provide opportunities for staff to take part in: Teacher Visitations/ Exchanges Joint departmental/ divisional meetings Joint In-service/Workshop/Institute Day	Superintendent/ President, Vocational Director/Dean, Articulation Coordinator resolve time schedule and budget.	Possible substitutes to allow regular teachers to take part in visitation exchange. Possible speakers for articulation institute. Expenses for duplicating materials to share Use of institute days Monies for summer workshops	October November, March, First Year	Procedures for Implementation Joint Inservice/ Workshop/Institute, p. 77 p. 89 p.109 p.123

OVERVIEW OF POSSIBLE PROCEDURES FOR A ONE AND FIVE YEAR ARTICULATION PLAN
(CONTINUED) (See pages 49-59)

Suggested Articulation Procedures	Person Responsible	Budget Items	Suggested Dates to Initiate Activities	Helpful Section in Articulation Guide
JOINTLY DEVELOP K-14 STUDENT COMPETENCIES	K-14 Curriculum Committee with assistance of administration, parents, students and community	Teacher Workshops Duplicating expenses	December, First Year	Developing Sequenced K-14 Programs, p. 137
JOINTLY DEVELOP K-14 PROGRAMS	K-14 Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	November, First Year	Developing Sequenced K-14 Programs, p. 137
Jointly develop K-14 curriculum philosophy	K-14 Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	November, First Year	Developing Sequenced K-14 Programs, p. 137
Jointly develop K-14 curriculum guides	K-14 Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	November, Second Year	Developing Sequenced K-14 Programs, p. 137
Jointly develop K-14 program manuals	K-14 Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	March, First Year	Developing Sequenced K-14 Programs, p. 137
Jointly develop listing of area programs and services	K-14 Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	April, Second Year	Developing Sequenced K-14 Programs, Coordinating K-14 Services, p. 161

Form 27
62

OVERVIEW OF POSSIBLE PROCEDURES FOR A ONE AND FIVE YEAR ARTICULATION PLAN (See pages 49-59)
(CONTINUED)

Suggested Articulation Procedures	Person Responsible	Budget Items	Suggested Dates to Initiate Activities	Helpful Section in Articulation Guide
JOINTLY DEVELOP K-14 STUDENT PLACEMENT SYSTEM.	Services Committee	Meeting Expenses Duplicating Expenses	November, First Year	Coordinating K-14 Services, p. 161
Jointly develop student transfer guides.	Services Committee	Meeting Expenses Duplicating Expenses	December, First Year	Coordinating K-14 Services, p. 161
Jointly develop a K-14 testing system, coordinating many kinds of tests such as proficiency, ability, interest and aptitude types of tests.	Services Committee	Meeting Expenses Duplicating Expenses	January, First Year	Coordinating K-14 Services, p. 161
Jointly develop job placement services.	Services Committee	Meeting Expenses for development of system Duplicating Expenses	February, First Year	Coordinating K-14 Services, p. 161

OVERVIEW OF POSSIBLE PROCEDURES FOR A ONE AND FIVE YEAR ARTICULATION PLAN
(CONTINUED)

(See pages 49-59)

Suggested Articulation Procedures	Person Responsible	Budget Items	Suggested Dates to Initiate Activities	Helpful Section in Articulation Guide
Jointly develop guidance service guides.	Services Committee	Meeting Expenses Duplicating Expenses	February, Second Year	Coordinating K-14 Services, p. 161
Jointly develop system for providing feedback about students to their previous institutions. surveys of teachers surveys of employers surveys of students surveys of guidance personnel	Services Committee Curriculum Committee	Preparation of surveys Mailing of surveys Tabulating of surveys Dissemination of information Meeting Expenses	January, Second Year	Coordinating K-14 Services, p. 161
Jointly host Career Night/Career Day.	Services Committee	Hosting Expenses	March, First Year	Coordinating K-14 Services, p. 161
Jointly develop system for articulating students' vocational interests, experiences, exposure, etc.	Services Committee Curriculum Committee	Establishment of files/cards Moving from one building to another	January, First Year	Student Articulation Profile Cards, p. 183

Form 28
63

Form 29
64

OVERVIEW OF POSSIBLE PROCEDURES FOR ONE AND FIVE YEAR ARTICULATION PLAN
(CONTINUED)

(See pages 49-59)

Suggested Articulation Procedures	Person Responsible	Budget Items'	Suggested Dates to Initiate Activities	Helpful Section in Articulation Guide
Jointly develop listing of K-14 community resources and services categorized according to State of Illinois Career Education Pyramid Model.	K-14 Services Committee Joint Advisory Council Curriculum Committee	Meeting Expenses Duplicating Expenses Dissemination Expenses	April, First Year	Coordinating K-14 Services, p. 161
JOINTLY DEVELOP K-14 ONE AND FIVE YEAR PLAN	Vocational Director/ Deans/Principal, Articulation Coordinator	Meeting Expenses Duplicating Expenses	March, First Year	Developing a One and Five Year Articulation Plan, p. 49
JOINTLY DEVELOP STUDENT PARENT HANDBOOK	Vocational Instructor/ Guidance Personnel	Meeting Expenses Duplicating Expenses	April, Second Year	Developing Sequenced K-14 Services, p. 137 Coordinating K-14 Services, p. 161
JOINTLY DEVELOP SLIDE PRESENTATION FOR STUDENT ORIENTATION TO TOTAL K-14 PROGRAMS AND SEQUENCES	Guidance personnel with the assistance of vocational personnel	Producing slides Producing script	May, Second Year	Developing Sequenced K-14 Services, p. 137 Coordinating K-14 Services, p. 161

Depending upon your One and Five Year Articulation Plan, it may be necessary to form a new Joint Advisory Council or to utilize existing advisory committees to establish an ongoing method for communication with business and industry.

WHY FORM A JOINT ADVISORY COUNCIL?

A Joint Advisory Council broadens the view of the educational organization, provides valuable experience and advice concerning vocational programs and services, and promotes articulation among and between vocational educational programs at all educational levels.

JOINT ADVISORY COUNCILS CAN:

A. Assist in determining total K-14 vocational program.

B. Assist in formulation of recommendations for program changes.

C. Assist in formulation of implementing new programs and course content.

D. Assist in recognizing and locating community resources.

E. Assist in seeking local action to assure local support of vocational program.

F. Assist in an ongoing evaluation of vocational program by being involved in the continuous review of the content and organization of the instructional program and needs.

G. Provide communication between community and educational system.

For additional detailed information, please see: "A Guide for Planning, Organizing, and Utilizing Advisory Councils," Illinois Office of Education, Department of Adult, Vocational and Technical Education.

PROCEDURES FOR FORMING A JOINT ADVISORY COUNCIL

Person Responsible	Activity	Resources To Utilize
Articulation Coordinator	Set up Roundtable Meeting to form Joint Advisory Council.	
Roundtable Members	Complete Form 31 and share lists of present advisory council members.	Form 31
Roundtable Members	Decide upon type of Joint Advisory Council needed according to the One and Five Year Articulation Plan. Select list of persons to contact to be representatives on the Joint Advisory Council.	Form 32
Articulation Coordinator	Contact selected representatives and develop a final list of representatives.	Form 33
Articulation Coordinator	Utilize the Joint Advisory Council as required by the One and Five Year Articulation Plan.	

Sample Letter to
Initiate Activity

October 15, 19--

Ms. Mary Smith
Career Education Coordinator
Willowbrook Elementary Unit 6
Willowspring, IL

Dear Mary,

At our Articulation Roundtable meeting on (date)
at (time) at (place),
we will discuss the development of a Joint K-14
Advisory Council.

Please bring a listing of existing vocational/
career education advisory councils for your pro-
grams. Also, using Form 31, make a list of other
people whom you feel should be included on the
Advisory Council.

Sincerely,

Harry Jones
Articulation Coordinator
Willowbrook Area Vocational Center
Willowspring, IL

Form 31
70

OTHER AGENCIES WHICH SHOULD BE INVOLVED

Agency	Contact Person
CETA	
Unions	
Trades Council	
Service and Civic Clubs	
PTA	

Agency	Contact Person
Chamber of Commerce	
Work Education Council	
Lay Advisory Council	
Illinois Employment Agency	

LIST OF PERSONS TO CONTACT

Selected List from Meeting Discussion				Post Meeting Activity		
Agency	Contact Person	Address	Phone	Will Support the Council Yes	No	Final List of Representatives

Form 32
71

Sample Letter to
Contact Representatives

October 15, 19--

Ms. Jane Smith, President
Smithton Bank
Smithville, IL

Dear Ms. Smith:

We are pleased that the Articulation Roundtable, composed of members representing (institution, school, district number), _____, _____ and _____, has selected you to be a representative to our Joint Advisory Council.

It is our belief that successful leaders who have demonstrated a sincere and dedicated interest in the business and civic community, as well as in the development of our young people, are the individuals to be selected to serve on the Advisory Council. These people probably know better than anyone else what these educational programs should be for the school system.

On behalf of the Articulation Roundtable, I am writing to ask you to serve as a member of the Joint Advisory Council for a period of (number) years beginning (date).

We hope that you will be willing to serve. The Advisory Council includes representatives of both the school and business community. The main function is to assist in planning, developing, and implementing coordinated vocational programs and services.

Although there is no remuneration, we trust you will derive a good deal of satisfaction from assisting two or four times a year in an educational program designed to help build our boys and girls into skillful, useful citizens.

Sincerely,

John J. Doe
Articulation Coordinator

Helpful Source: An Articulated Guide for Cooperative Occupational Education, Bulletin #34-872, Illinois Office of Education

This section suggests activities which will help produce these outcomes:

A. Educators learning about other teaching situations and developing an appreciation for other educators' problems.

B. Educators viewing the total educational picture.

C. Educators implementing activities that will provide open communication and sharing within the educational system for students and staff.

D. Administration coordinating efforts to benefit the student's educational progress.

E. Communication and sharing endeavors within one institution and communication and sharing endeavors among various institutions that are involved in the student's total educational experience.

F. Effective communication among students, teachers, administrators, citizens, employers and board members.

G. Guidance personnel receiving information about individual students to facilitate good coordination of student's personal and academic growths.

H. Education of the teachers and parents, as well as the student.

I. Mechanism for selecting best articulation activities to be implemented.

It is essential that teachers and other staff members become involved in articulation activities because they are the ones who will have to develop and implement coordinated vocational/career-oriented programs.

Staff communication will reduce problems such as the following:

1. Students repeating the same content at different levels.

2. Students experiencing disjointed, unsequenced content from educational level to level.

3. Students experiencing gaps in continuity when some content is skipped in going from one level to another.

4. Student matriculation from level to level not smooth because of a lack of information about the next level.

5. Students using the same materials and/or textbooks at different levels.

6. Needed student competencies not identified by each level and/or not communicated from one level to the next.

7. Testing program not comprehensive nor coordinated level by level.

8. Misunderstanding due to poor communications.

9. Faculty members at different levels not being aware of what others are teaching.

Good staff communication will help reduce these problems. In developing coordinated K-14 vocational programs and services, it is the teachers who will have to develop curriculum, sequenced content, program continuity and student competencies. Teachers and other staff members will need time to work on the development of coordinated programs and services for vocational students.

The procedures in this section will mainly encourage and expand communication among staff, but they will also encourage the building of a cooperative climate and provide opportunities for (1) joint involvement in program planning, (2) joint involvement in student assessment and placement within a program, and (3) reciprocal visitations. Our research has shown these activities as being the most effective activities for staff to engage in to facilitate articulation of vocational programs and services.

The following pages give the procedures for:

Guest Teacher/ Visitation Exchange	To Expand Communication on a One-to-One Basis Pp. 79-80
Departmental/Divisional Meeting Visitation Joint Departmental/ Divisional Meeting	To Expand Communication Among Departments and Divisions Pp. 92-93 Pp. 111-112
Joint In-Service/ Workshop/Institute Day	To Expand Communication Among Institutions Pp. 123-124

GUEST TEACHER/VISITATION EXCHANGE PROGRAM

The Guest Teacher/Visitation Exchange Program provides an opportunity for an individual instructor to participate in a team teaching experience with an instructor from another institution or for an individual instructor to observe an instructor in a classroom setting at another institution.

WHAT THE STUDENT CAN GAIN BY HIS/HER TEACHER BEING INVOLVED IN GUEST TEACHER/VISITATION EXCHANGE PROGRAM

Since the teacher who takes part in the Guest Teacher/Visitation Exchange Program receives firsthand information about another learning situation, the teacher will be able to pass the information gained from the experience directly on to the student. The student will benefit because the teacher's efforts at articulating programs and services will result in:

- jointed, sequenced content for the student
- reduction in repetition of content
- reduction of learning gaps caused by progressing from one learning environment to another
- smoother student matriculation
- reduction of different levels using the same textbooks and/or materials
- identified student competencies
- comprehensive and coordinated testing program

The articulation of programs and services through institutional coordination will benefit the student's learning materials and programs and provide smooth progression from one learning environment to another.

PROCEDURES FOR IMPLEMENTING GUEST TEACHER/VISITATION EXCHANGE ACTIVITY

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	Set date for roundtable meeting to discuss Guest Teacher/ Visitation Exchange activity. Reserve room. Notify participants. Use Form 34.	 Form 34
Roundtable members	Recommendations for giving released time to be involved in this activity. A. Use Teacher Institute/Workshop Day B. Provide subs for teachers C. Teachers volunteer to use planning period time D. Others	Funds Institute schedule for schools involved Planning period schedule for schools involved
Roundtable members	Decide: A. Should all vocational programs and departments/ divisions be involved? B. Should only one specific program be involved for initiation of this activity?	Background and experience of members present
Vocational Director/ Dean	Request Departmental/Divisional Chairperson to provide list of teachers willing to take part in: (1) visitation or (2) exchange.	Form 35

Procedures for Implementing Guest Teacher/Visitation Exchange Activity (continued)

Person Responsible	Activity	Resources to Utilize
Departmental/ Divisional Chairperson	Poll faculty to identify teachers willing to be involved in this activity. The poll can be taken orally or through use of Form 36.	Form 36
Departmental/ Divisional Chairperson	Provide Vocational Director/Dean with list of willing participants.	Form 37
Vocational Director/Dean/ Principal	Contact other Vocational Director/Dean to compare lists. Match teachers for (1) Visitation Exchange and (2) Guest Teacher Exchange.	Form 37
Vocational Director/Dean/ Principal	Contact participants notifying them of name of matched participants.	Form 38
Participant	Contact other participants to discuss plans for day of exchange, etc.	
Participant	After exchange, complete evaluation form and return it to Vocational Director/Dean.	Form 39
Vocational Director/Dean/ Principal	Share evaluation forms and other information regarding this activity with Articulation Coordinator.	

Sample Letter
to Request
Administrative
Support

October 15, 19--

Ms. Mary Doe, Superintendent
Evers District #400
500 Willowbrook Lane
Jonesville, IL

Dear Ms. Doe:

At the Roundtable Meeting on ____(date____at __(time)__ at _____(place)_____we will discuss the Guest Teacher/Visitation Exchange Activity. This program involves the following two activities:

A. Guest Teacher Exchange

Example: High School Drafting Teacher A goes to Community College on Tuesday, October 25, 19--, from 1:00-2:00 to participate in a team teaching experience with Community College Drafting Teacher B.

On Thursday, October 27, 19--, from 10:00-10:50, Teacher B will participate in a team teaching experience with Teacher A at the High School.

B. Visitation

Example: High School Drafting Teacher A visits the classroom at the Community College to observe the drafting class and Community College Teacher B.

On another date the Community College Teacher B visits the High School drafting class and Drafting Teacher A.

This activity will provide teachers with an opportunity to:

- individually, become familiar with another learning environment and its scope, program prerequisites and curriculum offered
- on a one-to-one basis, communicate with teachers from other learning situations
- on a one-to-one basis, plan with teachers from other learning situations
- receive firsthand experience at "walking in another educator's shoes" for a short period of time
- develop an appreciation for the other educator's situation

The student will benefit because the teacher's efforts at articulating programs and services will result in:

- jointed, sequenced content for the student
- reduction in repetition of content
- reduction of learning gaps caused by progressing from one learning environment to another
- smoother student matriculation
- reduction of different levels using the same textbooks and/or materials
- identified student competencies
- comprehensive and coordinated testing program.

At the meeting we will discuss:

A. Do we implement this activity in all vocational programs and departments/ divisions?
B. Do we implement this activity in only one department/division or program for the initiation of this activity?

Please bring the following to the meeting:

- Institute Day Schedule
- In-service Workshop Schedule
- Planning Period Schedule

Sincerely,

Joe Collins, Articulation Coordinator
Willowspring Area Vocational Center
Jonesville, IL

Sample Request for Chairperson to Initiate Activity

October 15, 19--

Ms. Jane Doe, Chairperson
Jones High School
Jonesville, IL

Dear Ms. Doe:

In an effort to expand the coordination of programs and services for the student, we would like for volunteer members of your department/division to take part in a Guest Teacher/Visitation Exchange program. This activity will provide teachers with an opportunity to:

- individually, become familiar with another learning environment and its scope, program prerequisites and curriculum offered
- on a one-to-one basis, communicate with teachers from other learning situations
- on a one-to-one basis, plan with teachers from other learning situations
- receive firsthand experience at "walking in another educator's shoes" for a short period of time
- develop an appreciation for the other educator's situation

Through oral communication or by using Form 36, poll your faculty members to identify those willing to take part in this exchange. Please return the list to me by _____.

Sincerely,

John Smith, Vocational Director
Applied Science Division
Jonesville, IL

Form 36 attached

Form 36
84

FACULTY POLL FOR GUEST TEACHER/VISITATION EXCHANGE

This program involves the following two activities:

A. Guest Teacher Exchange

B. Teacher Visitation

This activity will provide teachers with an opportunity to:

- individually, become familiar with another learning environment and its scope, program prerequisites and curriculum offered
- on a one-to-one basis, communicate with teachers from other learning situations
- on a one-to-one basis, plan with teachers from other learning situations
- receive firsthand experience at "walking in another educator's shoes" for a short period of time
- develop an appreciation for the other educator's situation

A. Would you be willing to take part in a Guest Teacher Exchange? Yes ____ No ____

B. Would you be willing to take part in a Visitation Exchange? Yes ____ No ____

C. With what level teacher do you wish to exchange? ___K-8 ___9-10 ___11-12 ___13-14

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List of Teachers
Willing to
Participate

The following faculty members wish to take part in the Guest Teacher/Visitation Exchange Program:

School Name _____ _____

Name	With This Department/ Division	Institution	Visitation or Exchange

Form 37
85

Invitation to Take
Part in Guest Teacher/
Visitation Exchange

October 15, 19--

Ms. Mary Doe
Business Instructor
Willowspring AVC
Jonesville, IL

Dear Ms. Doe:

We are pleased that you will be involved in the (Guest Teacher or Visitation Exchange) and hope you have a pleasant teaching experience working with (name) of (department/division) at (institution). Please contact this person at (phone number) to discuss:

1. Both of your plans for the visitation day.
2. How you will approach this activity.
3. How does subject content fit together?
4. Is there repetition of content material?
5. Are there existing gaps in content material?
6. What textbooks/materials are each of you using?
7. What student competencies are necessary for each person's course?
8. What testing program (aptitude, interest, proficiency, etc.) do each of you use?
9. Course objectives, descriptions and outlines.
10. Prerequisites for courses and procedures for placement of students.

Sincerely,

Joe Collins, Vocational Director
Willowspring Area Vocational Center
Jonesville, IL

Form 38
86

EVALUATION OF GUEST TEACHER/VISITATION EXCHANGE

Name _____

Name of Teacher/Classroom/School that you were involved in for the Exchange:

School _____

Teacher _____

Class _____

1. Were you involved in a — Circle One

   Guest Teacher Exchange? (Jointly teaching another class) — Yes No

   Visitation Exchange? (Visiting another class) — Yes No

2. Was this activity beneficial to you? — Yes No

   In what ways was it of value to you?

   _____

   _____

   _____

3. How will this activity have an impact upon your teaching? _____

   _____

   _____

4. Would you recommend this activity to other teachers? — Yes No

DEPARTMENTAL/DIVISIONAL MEETING VISITATIONS

In this activity, representatives from various departments will visit other departmental/divisional meetings. Instructors will be polled for willingness to participate in this activity; responses will be tabulated, providing a listing of departments/divisions to be contacted. Departmental/divisional chairpersons will establish meetings to be visited. Representatives will attend meetings and then evaluate this activity.

WHY DEVELOP DEPARTMENTAL/DIVISIONAL MEETING VISITATIONS?

This activity will:

- expand staff communications by opening communication and sharing among departments/divisions within an institution and among departments/divisions at different institutions.

- provide meeting opportunities for staff members to cooperatively coordinate articulation of programs and services.

PROCEDURES FOR DEVELOPING DEPARTMENTAL/DIVISIONAL MEETING VISITATIONS WITHIN AN INSTITUTION AND BETWEEN INSTITUTIONS

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	Obtain administrative support for this activity through the Articulation Roundtable.	Form 40
Vocational Director/ Dean/ Principal	Give supply of questionnaires to Departmental/Divisional Chairpersons. Depending upon the size of your staff, this activity can be initiated with all staff members or be initiated in a few select departments/divisions and, in later stages, expanded to all departments/divisions.	Form 41 Duplicating Equipment
Departmental/ Divisional Chairperson	Give the questionnaires to your departmental/divisional members. This can be done at the next departmental/ divisional meeting or given to members on a Tuesday with a return by Thursday.	
Departmental/ Divisional Chairperson	Collect the questionnaires. Responses can be tabulated by you or by a volunteer departmental/divisional member or student worker.	Form 42
Vocational Director/ Dean/ Principal	Prepare for next departmental/divisional chairpersons' meeting by duplicating copies of Form 43 for the chairpersons.	Form 43 Duplicating Equipment
Vocational Director/ Dean/ Principal	At the next departmental/divisional chairpersons' meeting, discuss interdepartmental/interdivisional visitations and finalize list of departmental/divisional personnel who will take part in departmental/divisional visitations.	Form 43 Form 44 Form 45

PROCEDURES FOR IMPLEMENTING DEPARTMENTAL/DIVISIONAL MEETING VISITATIONS

Person Responsible	Activity	Resources to Utilize
Departmental/ Divisional Chairperson	Formally invite departments/divisions from within your school to take part in the visitations.	Form 46
	Formally invite departments/divisions from within your institution or from another institution to take part in the visitations.	
	Formally invite representatives to meeting.	Form 47 Form 48
	Supply your representatives with Form 49, "Representative's Notes of Meeting," and Form 50, "Evaluation of Departmental/Divisional Visitations."	Form 49 Form 50
	Supply representatives who attend your departmental/ divisional meetings with same forms.	
	One week before visitation meeting, prepare two questions by reviewing Form 42.	Form 51
	At meeting that is attended by other representative, welcome him or her and then continue meeting as planned.	
	Provide information to Articulation Coordinator regarding this activity.	

PROCEDURES TO FOLLOW BY REPRESENTATIVES TO DEPARTMENTAL/DIVISIONAL MEETINGS

A. Obtain Form 49, "Representative's Notes of Meeting," and Form 50, "Evaluation of Departmental/Divisional Visitations," from your departmental/divisional chairperson.

B. Arrive at the scheduled meeting early. Introduce yourself to the departmental/divisional chairperson and allow him or her to become familiar with Form 49 and Form 50.

C. During the meeting, have a "give and take" attitude. You should be willing to provide information concerning programs and services for vocational students within your department/division as well as collect information about programs and services provided for vocational students within the department/division you are visiting.

D. Complete Forms 49 and 50.

E. Discuss Form 49 with departmental/divisional chairperson before leaving the meeting.

F. Give completed Form 50 to your departmental/divisional chairperson. Discuss Form 49 with your departmental chairperson. Disseminate the information using the best method.

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Sample Letter to Obtain
Administrative Support

October 15, 19--

Ms. Mary Doe
Superintendent
Evers District 400
500 Willowbrook Lane
Jonesville, IL

Dear Ms. Doe:

We would like to expand staff communications by encouraging departmental* meeting visitations. In this activity representatives from various departments will visit other departmental meetings.

The procedures for this activity are as follows: Department A members will be polled for (1) a listing of departments that should be included in departmental visitations, (2) departmental members' reactions to having someone else visit their departmental meetings and (3) departmental members willing to take part in visiting other departmental meetings. The departmental chairpersons will select representatives, propose to other departments to take part in visitations and formally invite representatives from other departments to attend departmental meetings.

It is hoped that this activity will foster open communications and sharing between departments within our institutions and among our departments and other institutional departments to improve student learning in a K-14 setting.

Please support this activity by (1) working with us to develop a feasible schedule for departmental meeting visitations, (2) providing budget support for meeting expenses (duplicating, invitational costs, possibly coffee and rolls) and (3) after completion of activity, formally thanking our staff members for partaking in the meeting.

Sincerely,

Joe Collins, Articulation Coordinator
Willowspring Area Vocational Center
Jonesville, IL

*Divisional or subject matter could be substituted for "departmental."

Form 41 96

Name _____ Date _____

SAMPLE QUESTIONNAIRE FOR ALL DEPARTMENTAL/DIVISIONAL MEMBERS

1. As a member of our (department/division), with what other department/division within our school or district do you feel a need for more open communication? (i.e. guidance, applied science, math, etc.) _____

   _____ _____ _____

   Why? _____

2. Would you welcome a representative of the department(s)/division(s) to our next departmental/divisional meeting? Yes No

3. Would you be willing to represent our department/division at their next departmental/divisional meeting? Yes No

4. With what other department/division outside our school or district do you feel a need for more open communication? (i.e. community college drafting department, 8th-grade math department, 10th-grade applied science) _____ _____

   _____ _____

   Why? _____

5. Would you welcome a representative of their department(s)/division(s) to our next departmental/divisional meeting? Yes No

6. Would you be willing to represent our department/division at their next departmental/divisional meeting? Yes No

7. Would you be willing to correspond by letter or phone with a representative of their department/division? Yes No

TABULATING OF QUESTIONNAIRE RESPONSES

Total number of members in department/division _____

Total number of members who completed questionnaires _____

1. List departments/divisions in rank order. (Question #1)

School/Institution	Department/ Division	Number of Member Responses

(See Questions1 and 5)
Summarize reasons for need to expand communication. (Question #1)

A. _____

B. _____

C. _____

D. _____

2. Number of members willing to welcome a representative to departmental/divisional meeting. (Question #2) Yes_____ No_____

3. Number of members willing to represent department/division at other departmental/divisional meetings. (Question 3) Yes_____ No_____

Name of Person	Department/ Division to Visit

Form 42
97

4. Departments/divisions outside the school in rank order (Question #4)

Department/Division	Number of Responses
_____	_____
_____	_____
_____	_____
_____	_____

Summarize reasons for need to expand communication. (Question #4)

A. _____

B. _____

C. _____

D. _____

5. Number of members willing to welcome a representative to departmental/divisional meeting. (Question #5) Yes _____ No _____

6. Number of members willing to represent department/division at other departmental/divisional meetings. (Question #6) Yes _____ No _____

Name	Department/Division to Visit
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Number of members willing to correspond by letter or phone with a representative from department/division outside your school. (Question #7) Yes _____ No _____

Name _____

_____

DEPARTMENTAL/DIVISIONAL CHAIRPERSON'S NOTES

Your Representative	School/ Institution	Department/ Division to Visit	Other Chairperson Contacted (Form 46)	Proposal Accepted	Representative Attended Meeting

Other Department/Division Desiring to Visit Your Meeting	School/ Institution	Their Representative	Invitation Letter Sent (Form 47)	Representative to Attend This Meeting

Form 43 99

SUGGESTED FORMAT FOR INSTITUTIONAL SELECTION
OF DEPARTMENTAL/DIVISIONAL VISITATIONS

A. Each departmental/divisional chairperson summarizes the responses that were given by his or her department/division.

B. Discuss which departments/divisions can benefit the most from departmental/divisional visitations.

C. Discuss which departments/divisions will support the visitations most readily.

D. Make list of departments/divisions to be included in this activity.

Department/ Division	Wishing to Expand Communications with this Department/Division	Institution

E. Finalize list of personnel who will take part in departmental/divisional meeting visitations. (Form 45)

F. If the departments/divisions to be visited are not represented in this meeting, then the departmental/divisional chairpersons will have to formally approach the other departments/divisions to become a part of the departmental/divisional meeting visitations program.

FINAL LIST OF REPRESENTATIVES FOR
DEPARTMENTAL/DIVISIONAL MEETING VISITATIONS

Department/ Division	Name of Representative	Division/ Department to Visit

Sample Proposal to Other
Department/Division

October 15, 19--

Mr. Harry Smith
Departmental Chairperson
Business Department
Evers District 400
500 Willowbrook Lane
Jonesville, IL

Dear Mr. Smith:

It has been brought to my attention by some of our teachers that my departmental/divisional members are very interested in expanding communication between our department/division and yours. In our efforts to expand articulation, we would like to propose that a representative of your department/division be welcome to meet with us at our next departmental/divisional meeting and we would also like to request that a representative of our department/division meet with your department/division in the near future.

Please consult your departmental/divisional staff regarding this proposal and notify me as quickly as possible regarding your decision.

Very truly yours,

Mary Jones, Divisional Chairperson
Business Education
Willowspring Community College
Jonesville, IL

Sample Departmental/
Divisional Meeting
Invitation to Representatives

October 15, 19--

Mr. Harry Smith
Departmental Chairperson
Business Department
Evers District 400
500 Willowbrook Lane
Jonesville, IL

Dear Mr. Smith:

We are interested in expanding communication between our department/division and yours. In an effort to promote communication and sharing endeavors between our departments/divisions, we would like to invite you to visit our next departmental/divisional meeting which will be held at (time) on (date) at (place).

We are looking forward to meeting with you.

Very truly yours,

Mary Jones, Divisional Chairperson
Business Education
Willowspring Community College
Jonesville, IL

*Please feel free to respond on attached Form 48.

REPRESENTATIVE'S RESPONSE TO INVITATION

_____ Yes, I will attend your meeting scheduled to meet ____(time and date)_____. I am pleased that you invited me.

_____ No, due to a previous commitment I will be unable to attend your meeting. Please contact me again regarding a meeting date for your department/division.

Signed_____

Form 48
104

REPRESENTATIVE'S NOTES OF MEETING

Throughout the meeting, you may wish to jot down notes concerning the information that you are gathering to share with other people.

The best method for distribution of this information is by:

	Phone	Posting In Teacher's Lounge	News-Letter	Departmental/ Divisional Meeting	Posting On Student's Bulletin Board
This information will be valuable to myself: _____					
This information will be valuable to my students: _____					
This information will be valuable to my fellow staff members: _____					
This information will be valuable to my departmental/ divisional chairperson: _____					
This information will be valuable to the guidance staff: _____					

Form 49
105

EVALUATION OF DEPARTMENTAL/DIVISIONAL VISITATIONS

		Circle One	
1.	Has communication been expanded?	Yes	No
	Why? _____		
	_____		
	_____		
2.	Did you gather information that is valuable to:		
	-yourself?	Yes	No
	-your students?	Yes	No
	-fellow staff members?	Yes	No
	-administrative personnel?	Yes	No
	-guidance personnel?	Yes	No
	-other? _____	Yes	No
3.	Should departmental/divisional visitations be continued?	Yes	No
4.	When should next visitation be scheduled? _____		

Form 50
106

CHAIRPERSON'S NOTES FOR MEETING

After careful review of Form 42, "Tabulating of Questionnaire Responses," it is indicative that we discuss the following at the departmental/divisional meeting:

		Should Ask Representative Direct Question Concerning This:	Should Have An Open Discussion During the Meeting:
A)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
B)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
C)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

JOINT DEPARTMENTAL/DIVISIONAL MEETINGS

This activity is an expansion of the Departmental/ Divisional Meeting Visitations. The faculty is polled and results are tabulated to form a listing of departments/divisions to involve. Joint meetings are proposed to the other departments/divisions resulting in joint departmental/divisional meetings. Instructors evaluate this activity.

WHY DEVELOP JOINT DEPARTMENTAL/DIVISIONAL MEETINGS?

This activity will provide the vehicle for staff members to:

- foster open communications
- share information regarding programs offered, program objectives, program requirements, program manuals, and procedures for placement of students
- identify and reduce gaps in programs
- identify and reduce overlapping in programs
- develop sequencing of programs among departments
- develop joint procedures for placement of students

PROCEDURES FOR DEVELOPING JOINT DEPARTMENTAL/DIVISIONAL MEETINGS

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	·Encourage and support activity through development of calendar.	
Articulation Coordinator	·Initiate activity with Departmental/Divisional Chairpersons and provide needed forms.	
Vocational Director/ Dean/ Principal	·Support the Departmental/Divisional Chairpersons and lend assistance to setting up joint departmental/divisional meetings.	
Departmental/ Divisional Chairperson	·After some visitations have occurred, poll your departmental/divisional members using Questionnaire II- Form 52	Form 52
	·Tabulate the responses to the questionnaire.	Form 53
	·Develop list of departments/divisions to contact.	Form 54
	·Discuss with Vocational Director/Dean/Principal dates to set up joint meetings. _____Workshop Day _____Institute Day _____Other _____During School Day	
	·Inform Articulation Coordinator of activities.	
Vocational Director/ Dean/ Principal and Departmental/ Divisional Chairperson	·Jointly contact other departments/divisions to:	
	(a) Propose joint meetings	Form 55
	(b) Suggest meeting dates	Form 55
	(c) Propose topics to be discussed	Form 56

Procedures for Developing Joint Departmental/Divisional Meetings (continued)

Person Responsible	Activity	Resources to Utilize
Departmental/ Divisional Chairperson	·Host Joint Departmental/Divisional Meeting.	
Vocational Instructor	·Complete Evaluation Form.	Form 57
Departmental/ Divisional Chairperson	·Report summary of findings to Articulation Coordinator.	Form 58

After some visitations have occurred, poll departmental/divisional members.

QUESTIONNAIRE II

	Department/ Division	Institution
1. Do you feel that it will be beneficial to continue interdepartmental/interdivisional visitations? _____Yes _____No		
Why? _____		
2. Do you feel that this activity can expand communication among staff members? _____Yes _____No		
3. With what other department/division do we need to develop a system to share resources?	_____	_____
What resources should be shared?	_____	_____
_____ _____ _____		
_____ _____ _____		
4. With what other department/division or institution can we work together to develop student assessment and placement within programs?	_____	_____
	_____	_____
5. With what other department/division or institution do you feel that we should exchange course descriptions, program goals, etc.?	_____	_____
	_____	_____
6. With what other departments/divisions or institutions do we need to work to develop a "Student Planning Guide" showing sequence of courses, etc.?	_____	_____
	_____	_____
7. With what other departments/divisions or institutions can we develop a "Proficiency Testing System"?	_____	_____
	_____	_____
8. Reviewing questions 3 through 7, which one should receive top priority? _____		
9. Is there a need to plan "Joint Departmental/Divisional Meetings" between our department/division and another department/division?		
_____Yes _____No		
If yes, what department/division should jointly meet with our department/division?	_____	_____
	_____	_____

Form 52
113

Form 53
114

TABULATION OF QUESTIONNAIRE II

Number of members in department/division _____

Number of members who completed questionnaire _____

1. Number who checked it would be beneficial. (Question #1) _____Yes _____No
2. Number who checked it would expand communication. (Question #2) _____Yes _____No
3. List of departments/divisions to share resources: (Question #3)

   _____ _____ _____

   _____ _____ _____

4. List of departments/divisions to develop student assessment and placement: (Question #4)

   _____ _____

   _____ _____

5. List of departments/divisions to exchange course descriptions, program goals, etc.: (Question #5) _____ _____

   _____ _____

6. List of departments/divisions to develop "Student Planning Guide": (Question #6) _____ _____

   _____ _____

7. List of departments/divisions to develop "Proficiency Testing System": (Question #7)

   _____ _____

   _____ _____

8. List of top priority items: (Question #8)

   _____ _____

   _____ _____

9. Should a joint meeting be planned? (Question #9) _____Yes _____No
   With these departments/divisions: _____ _____

   _____ _____

WORKSHEET FOR DEPARTMENTAL/DIVISIONAL CHAIRPERSON FOR VISITATIONS

DEPARTMENT/DIVISION TO CONTACT	INSTITUTION	REGARDING:	DEPARTMENTAL/DIVISIONAL CHAIRPERSON	ACCEPTS PROPOSAL

Proposed Dates for Joint Departmental/Divisional Meetings:

Department/Division to Meet With:

Form 54
115

Sample Invitation
for Joint Meetings

October 15, 19--

Ms. Jane Doe, Chairperson
Horticulture
Jones High School
Smithville, IL

Dear Ms. Doe:

It has been brought to my attention by members of my staff that it would be beneficial for our departments/divisions to meet jointly.

My department/division would like to open communications with your department/division regarding (List of Activities from Form 53, Question 3).

We would like to suggest meeting dates of (date) or (date).

Please contact me regarding this proposal.

Sincerely,

John Smith, Divisional Chairperson
Applied Science Division
Jones Community College
Smithville, IL

SUGGESTED MATERIALS TO SHARE AT
JOINT DEPARTMENTAL/DIVISIONAL MEETINGS AND VISITATIONS

- Descriptions and outlines of programs offered
- Program objectives
- Program requirements and prerequisites
- Program manuals
- Procedures for placement of students

SUGGESTED MATERIALS TO DEVELOP AT
JOINT DEPARTMENTAL/DIVISIONAL MEETINGS AND VISITATIONS

- K-14 Student Competencies
- K-14 Programs
- K-14 Program Manuals
- K-14 Placement System
- Student Transfer Guides
- K-14 Testing System
- Joint Job Placement Services
- Student Planning Guide

EVALUATION OF JOINT MEETINGS

		Circle One	
1.	Has communication been expanded?	Yes	No
	How? _____		
	_____		
	_____		
2.	Did you gather information that is valuable to:		
	•yourself?	Yes	No
	•your students?	Yes	No
	•fellow staff members?	Yes	No
	•administrative personnel?	Yes	No
	•guidance personnel?	Yes	No
	•other? _____	Yes	No
3.	Should joint departmental/divisional meetings continue?	Yes	No
4.	When should next joint meeting be scheduled? _____		

SUMMARY OF FORM 57, EVALUATION OF JOINT MEETINGS

1. Communication has been expanded (Question #1) Yes_____ No_____

Summary of "How?" Responses _____

_____

_____

_____

_____

2. Information gathered valuable to: (Question #2) Yes_____ No_____

- yourself Yes_____ No_____
- your students Yes_____ No_____
- fellow staff members Yes_____ No_____
- administrative personnel Yes_____ No_____
- guidance personnel Yes_____ No_____
- other _____ Yes_____ No_____

_____ Yes_____ No_____

_____ Yes_____ No_____

3. Joint departmental/divisional meetings should continue (Question #3) Yes_____ No_____

4. Next joint meetings are scheduled for:

(Question #4) date(s) _____

_____

WHY DEVELOP A JOINT IN-SERVICE/WORKSHOP/INSTITUTE DAY*?

By implementing this activity, it will provide an opportunity to:

1. Expand open and formal communication among institutions and staff members.
2. Jointly develop sequenced programming.
3. Jointly develop procedures for assessing student placement in programs.

JOINT IN-SERVICE/WORKSHOP/INSTITUTE DAY*

This day can be an institute day, workshop, or planning session attended jointly by staff from different buildings or districts to develop coordination of programs and services.

To initiate this activity, it is necessary to develop a joint calendar and joint goals for the day. Your E.S.R. should be a good resource for this section.

*On the following pages,"Joint In-Service/Workshop/Institute Day" will be shortened to "Joint Institute Day."

PROCEDURES FOR IMPLEMENTING JOINT INSTITUTE DAY

Person Responsible	Activity	Helpful Resources
Articulation Coordinator	Set a date for Articulation Roundtable to meet to discuss calendar dates for Institute.	Form 59 E. S. R.
Roundtable Members	Determine: date(s) of Institute goals of Institute formation of committee or utilization of existing committee to plan Institute	Each Institution's Schedule Form 60
Articulation Coordinator	Initiate Institute Day Committee.	Form 61 Form 62
Articulation Coordinator	Call each Planning Committee member 2 or 3 days in advance to remind them of meeting.	Form 62

Procedures for Implementing
Joint Institute Day
Page 2

Person Responsible	Activity	Helpful Resources
Articulation Coordinator	• Supply Institute Committee with copies of minutes of Articulation Roundtable Meeting. • Initiate the meeting and have members select a chairperson.	
Joint Institute Day Planning Committee	Committee should determine type of sessions needed, leaders needed, facilities needed, etc.	Form 63 Form 64
Joint Institute Day Planning Committee	Develop and distribute necessary institute materials, schedules, agendas, and evaluation forms.	
Joint Institute Day Participants	Complete Evaluation Form 65.	Form 65
Joint Institute Day Chairperson	Supply Articulation Coordinator with information from Evaluation and other information regarding progress of committee.	

October 15, 19--

Ms. Mary Doe, Superintendent
Evers District #400
500 Willowbrook Lane
Jonesville, IL

Dear Ms. Doe:

At the Roundtable Meeting on _____(date)_____at _____(time)_____ at _____(place)_____, we will discuss the Joint Institute Day. This activity will provide an opportunity to:

1. Expand open and formal communication among institutions and staff members
2. Jointly develop sequenced programming
3. Jointly develop procedures for assessing student placement in programs

At the Roundtable Meeting we will discuss:

1. The date(s) for the Institute
2. Goals of the Institute
3. Type of session needed
4. Formation of Committee or utilization of existing Committees to plan Institute Day

Please bring the following to the meeting:

1. Institute Day Schedule
2. List of existing Articulation or Institute Day Committees

Sincerely,

Joe Collins, Articulation Coordinator
Willowspring Area Vocational Center
Jonesville, IL

SUGGESTED ITEMS FOR ARTICULATION ROUNDTABLE AGENDA
TO IMPLEMENT JOINT INSTITUTE DAY

1. Determine date(s) of the Institute.

2. Select goals of the Institute.

   Suggested ideas:

   ·Develop institutional communications

   ·Develop institutional cooperation

   ·Develop sequenced programs

   ·Develop student assessment

3. Discuss types of sessions needed.

4. Determine how Committee will be formed to plan Institute Day.

   ·Utilize existing Committees

   ·Form new Committee

October 15, 19--

Ms. Mary Doe
Superintendent
Evers District #400
500 Willowbrook Lane
Jonesville, IL

Dear Ms. Doe:

We are forming an Institute Day Committee to plan a Joint Institute Day with ___(Institution)___, ___(Institution)___, ___(Institution)___, and ___(Institution)___. The Joint Institute Day will provide teachers with the opportunity to:

1. Expand open and formal communication among institutions and staff members

2. Jointly develop sequenced programming

3. Jointly develop procedures for assessing student placement in programs

The goals of the Joint Institute Day are:

1. (List goals discussed by Articulation Round-table Members)

2.

3.

I hope you can attend our first meeting on ___(date)___ at ___(time)___ at ___(place)___.

Sincerely,

Joe Collins, Articulation Coordinator
Willowspring Area Vocational Center
Jonesville, IL

Form 62
128

PLANNING DAY INSTITUTE COMMITTEE

Members	Institution	Check When Called to Remind of Meeting	Check If Will Attend Meeting

SUGGESTED AGENDA ITEMS FOR
JOINT INSTITUTE DAY PLANNING COMMITTEE

1. Determine type of sessions needed - for example:
   - elementary math teachers' meeting with high school math teachers
   - Area Vocational Center Drafting Department to meet with high school vocational orientation course teachers
   - _____
   - _____
   - _____
   - _____

2. Select objectives of Joint Institute Day.

3. Determine:
   - facilitators or leaders needed for sessions
   - facilities needed
   - schedule or agenda for the Joint Institute Day
   - working agendas for individual sessions

SUGGESTED MATERIALS TO SHARE AT
JOINT IN-SERVICE/WORKSHOP/INSTITUTE

- Curriculum Guides
- Institutional Catalogs
- Scope of Curriculum
- One and Five Year Plans
- Philosophy of Institution
- Total Scheme of Programs
- Procedures for Placement of Students

SUGGESTED MATERIALS TO DEVELOP AT
JOINT IN-SERVICE/WORKSHOP/INSTITUTE

- K-14 Curriculum Philosophy
- K-14 Curriculum Guides
- K-14 Listing of Programs and Services
- K-14 Listing of Community Resources
- K-14 Listing of Vocational-Technical-Career Education Personnel
- Joint Guidance Services
- Joint One and Five Year Plan
- Student/Parent Handbook
- Slide Presentation of Curriculum Overview
- Student Profile Card
- Informational Feedback System
- Joint Career Days/Nights

EVALUATION OF JOINT INSTITUTE DAY

The goal of this Institute is to _____

_____ (list out your goals) _____

		Circle One	
1.	Did the Institute meet this goal?	Yes	No
2.	Has communication been expanded?	Yes	No
3.	Did this Institute provide you with useful materials?	Yes	No
4.	Will this Institute have an impact upon your teaching?	Yes	No
5.	Will this Institute have an impact upon your students?	Yes	No

WHY DEVELOP SEQUENCED K-14 PROGRAMS?

A Sequenced K-14 Curriculum can:

1. reduce repetition of course content
2. reduce duplication of materials and textbooks at different levels
3. fill gaps experienced by the student when progressing from level to level
4. result in smoother student matriculation
5. expand communication between departments, buildings and institutions
6. increase staff understanding of other learning environments.

* *

These sections are ultimates in articulation programs, but certainly these activities can improve articulation by utilizing planning steps as outlined in the following pages. At the initiation of these activities, emphasis should be placed on manageable activities of short duration that improve articulation. Locally, you will have to decide what a "manageable activity" is for your area. Depending upon whether your district is a unit or dual district, urban or rural, community college or elementary district will dictate what activities are manageable for your area, but the following steps will help you initiate, implement, and continue articulation activities at your local level.

SEQUENCED K-14 PROGRAMS

The planning of sequential programs which will provide students with the opportunity to develop the necessary knowledge, skills and attitudes needed for employment is essential to the development of sound programs in vocational education and to any successful "Model for Articulated Vocational Education."

Outstanding vocational courses exist in many departments of schools as well as quality programs within specific grade levels (e.g. 9-12) and individual buildings. Less often, however, does there exist a total sequential K-14 curriculum for students.

Such a K-14 effort involves expanded communication among many administrators, counselors and instructors. In addition, all personnel need additional time to develop and coordinate their respective responsibilities for the total K-14 effort. Normally, a number of buildings and even separate institutions must be involved in the articulation process to provide a successful sequenced program.

The first step in developing most articulated programs--and certainly a Sequenced K-14 Curriculum is no exception--is to establish formal lines of communication between the institutions and representatives involved. Formal communications can be developed through the Articulation Roundtable, Guest Teacher/Visitation Exchange Programs, Departmental/Divisional

Meeting Visitations, Joint Departmental/Divisional Meetings, and Joint Institute Days.

The second step is to establish a K-14 Curriculum Committee to plan and develop sequenced programs and the third step is to implement the programs.

The questionnaire in Appendix B will give the Articulation Roundtable an overview of local sequence of skills, coordination or programs, overlapping of materials, gaps, basic skills and types of articulation activities staff desires to become involved in with other educational groups.

If there is no curriculum committee already in existence that will address itself to these areas, then the Articulation Roundtable should establish a K-14 Curriculum Committee. The following activities should be beneficial to either a newly formed or an existing curriculum committee.

PROCEDURES FOR INITIATING FORMATION OF SERVICES COMMITTEE

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	•Set up Articulation Roundtable to discuss K-14 Curriculum Committee.	•Send a copy of this page with notification of meeting to Articulation Roundtable Representatives.
Articulation Roundtable	•Review local curriculum needs. •If a new K-14 Curriculum Committee is to be formed, determine if committee will begin on one program, two programs or all programs. •Be prepared to suggest names of individuals to include on committee. •Be prepared to suggest methods, times and places for the committee to get together.	•Existing Curriculum Committees •Appendix B •Student Advisory Council •Select members from existing K-8, 9-12, 13-14 Curriculum Committees.
Articulation Coordinator	•Form K-14 Curriculum Committee.	Articulation Guide, Section: "Forming K-14 Curriculum Committee," Page 143

WHO IS RESPONSIBLE FOR DEVELOPMENT OF A SEQUENCED K-14 CURRICULUM?

The chief school administrators of the involved institutions and districts would assume ultimate responsibility for the initiation of efforts to establish a sequenced curriculum. If there is not a person already delegated with the position of curriculum coordinator*, then each chief school administrator would normally delegate someone within his/her institution or district to organize the effort. The curriculum coordinator should be, if possible, someone within the institution or district who has direct vertical contact with the chief administrator. Depending on the size of the school district involved, this may be a curriculum director, vocational director, guidance counselor, principal or teacher.

WHO SHOULD BE INVOLVED?

The designated curriculum coordinator should involve selected staff representatives from all buildings and curriculum levels within a committee organization structure. The selection of staff members on the curriculum committee should be made by the administrators of the buildings involved, calling upon persons already involved in development of curriculum within the institution. The articulation coordinator should coordinate efforts to include administrators, counselors, advisory committee members, instructors and students on the Joint K-14 Curriculum Committee.

*This Guide refers to this position as curriculum coordinator. Your district may have an existing established title for this person.

WHAT WILL THE SEQUENCED K-14 CURRICULUM COMMITTEE ACCOMPLISH?

The K-14 committee will provide an opportunity for all levels of the curriculum to be represented in determining objectives, goals and priorities and to initiate and implement the sequential program activities. In large districts this might include the formation of subcommittees.

The committee will promote cooperation and support from fellow staff members in the curriculum process. A totally successful K-14 Sequential Program will require participation of all levels of instruction and the staff within each level. Administrators and board of education members must be supportive of the effort in order to encourage the less cooperative staff members.

A realistic schedule of program goals and objectives should be developed with emphasis upon beginning K-14 curriculum committee work on the most important goals first. Unless a great deal of work has already been accomplished in developing joint sequenced K-14 programs, it will require time and patience on the part of the curriculum coordinators.

While the objectives, goals and ultimate priorities of the joint K-14 efforts will vary, it is expected that common characteristics of a strong sequential program would include the following:

1. open communication among and between departments, buildings and institutions
2. development and utilization of student competencies at each level, K-14

What Will the Sequenced K-14
Curriculum Committee Accomplish? (Continued)

3. a K-14 Student Planning Guide for students
4. jointed, sequential program content for each student
5. no duplication of resources
6. no repetition of course content
7. joint departmental meetings
8. Guest Teacher/Visitation Exchange
9. regularly scheduled articulation meetings of staff members from cooperating institutions
10. in-service training and attendance at workshops for sequential programs
11. proficiency testing for students progressing from high school to a community college
12. the availability of Student Articulation Profile Cards
13. a sequential listing of courses recommended to students for each program
14. coordinated testing programs
15. smooth student matriculation, K-14
16. joint and cooperative effort between administration and instructional staff. The administration provides support, resources and schedule for articulation. The instructional staff is aware of need for a sequenced curriculum and is involved in the process in a positive way.

PROCEDURES FOR FORMING SEQUENCED K-14 CURRICULUM COMMITTEE

Responsible Person	Activity	Resources to Utilize
Articulation Coordinator	Determine institutions to be involved.	Use area institutions that a local district student would normally attend when progressing from K to 14th grade. (In case a community college is initiating the effort, select the K-12 school that indicates the greatest willingness to cooperate and interest in the program.)
Articulation Coordinator	Through the Articulation Roundtable or other avenues, contact chief school administrators to obtain their support and permission to proceed with the establishment of a K-14 committee.	If making a personal visit to the office of each administrator involved, call ahead for scheduled appointment.
Chief School Administrator	Select curriculum coordinator representative.	Availability and ability of personnel.

PROCEDURES FOR UTILIZATION OF COMMITTEE FOR SEQUENCED K-14 CURRICULUM

Responsible Person	Activity	Resources to Utilize
Articulation Coordinator	Obtain names of individuals who will be curriculum coordinators representing the participating institutions, buildings and levels of instruction.	Form 66
Articulation Coordinator	Prepare planning materials before original meeting with the committee. Materials which should be included are listed on Form 67. Possible activities and projects to accomplish are listed on Form 68 with a list of helpful resources to utilize.	Form 67 Form 68
Articulation Coordinator	Through discussion, reach a consensus within the committee on the importance of each activity and project listed on Form 69.	Form 69
Articulation Coordinator	Involve and commit members of the committee by soliciting their response to: a. what they would be willing to work on b. what priority concerns they feel can be realistically accomplished with the institutions and personnel involved	Form 70
Articulation Coordinator	Conclude the orientation committee meeting by asking members to return to their respective levels of instruction and sell the need for the Sequenced K-14 Curriculum. Also, set dates for future meetings and activities to be accomplished. If desired, select curriculum committee chairperson.	

SEQUENCED K-14 COMMITTEE LIST

Institution	Representative	Position (Level of Instruction)	Address	Phone

SUGGESTED LIST OF PLANNING MATERIALS FOR K-14 CURRICULUM COMMITTEE

A.	The Illinois Model for Career Education	Page 9
B.	A description of the effort being made--one of determining objectives, priorities and outcomes to be accomplished	Articulation Roundtable Articulation Plan
C.	A list of possible activities and projects to accomplish	Form 68
D.	Forms 68, 69, and 70	

POSSIBLE SEQUENCED K-14 CURRICULUM ACTIVITIES AND PROJECTS FOR COMMITTEE ORIENTATION MEETING DISCUSSION

		Helpful Resources
1.	Share course outlines, descriptions, objectives and program requirements.	Articulation Guide, p. 73 Expanding Communication Among Staff
2.	Exchange curriculum guides, handbooks, etc.	Articulation Guide, p. 73 Expanding Communication Among Staff
3.	Develop a K-14 Student Planning Guide showing sequence of K-14 courses.	Articulation Guide, p. 171, K-14 Student Planning Guide
4.	Develop student transfer guides.	Expansion of Student Planning Guide
5.	Share requirements for proficiency exams.	Expansion of Student Planning Guide
6.	Conduct a Guest Teacher/Visitation Exchange.	Articulation Guide, p. 77 Guest Teacher/Visitation Exchange
7.	Hold joint staff meetings between institutions, buildings and level of instruction.	Articulation Guide, p. 109 Joint Departmental/Divisional Meetings
8.	Develop K-14 listing of area programs and services including community resources.	Locally Directed Evaluation Handbook #2, "Analysis of Community Resources" #16 State of Illinois Career Education Pyramid Model - Appendix A A Handbook for Developing Vocational Programs and Services for Disadvantaged Students, VII - 1.1, Community Resources Based, Southern Illinois University Teachers' Guide to Community Resources, Tri-County Industrial-Education-Labor Council, Illinois Central College
9.	In-service training for the Sequenced K-14 Curriculum Program	Articulation Guide, Section: Joint In-service/Workshop/Institute Day, p. 121

Form 68
147

Possible Sequenced K-14 Curriculum Activities and Projects for Committee Orientation Meeting Discussion (continued)

	Helpful Resources
10. Staff share or develop student course competencies from level to level.	IOCP Activity Manual #2, Joliet Junior College Locally Directed Evaluation Handbook #2, "Identification of Occupational Competencies #12," University of Illinois "An Aid for Writing Measurable Objectives for Career Education," Illinois DAVTE "Elementary Occupational Information Program," Illinois Bulletin #51-374 "CBE Articulation Project," Michigan State University Handbook for Vocational Instructors Interested in Competency-Based Education, Dr. Laura J. Burger, University of Minnesota
11. Develop sequential curriculum courses for each K-14 program.	"An Aid for Planning Programs in Career Education," Illinois DAVTE Number OCB-2800-3/1975 IOCP Activity Manual #1, Joliet Junior College "Sequential Programs in Career Education," Illinois Bulletin #46-474
12. Develop proficiency exams for students moving from high school to a community college.	Articulation Guide, Coordinating K-14 Services, p. 157
13. Develop a coordinated K-14 testing program.	Articulation Guide, Coordinating K-14 Services, p. 157
14. Develop a Student Articulation Profile Card.	Articulation Guide, Student Articulation Profile Card p. 181

Possible Sequenced K-14 Curriculum Activities and
Projects for Committee Orientation Meeting Discussion (continued)

	Helpful Resources
15. Develop K-14 curriculum philosophy	Articulation Guide, p. 133 Developing Sequenced K-14 Programs
16. Develop K-14 curriculum guides.	Articulation Guide, p. 133 Developing Sequenced K-14 Programs
17. Develop K-14 program manuals.	Articulation Guide, p. 133 Developing Sequenced K-14 Programs

COMMITTEE RANKING OF IMPORTANCE OF POSSIBLE
SEQUENCED K-14 CURRICULUM ACTIVITIES OR PROJECTS

Activity or Project Ranking
List Most Important (Top) to Least Important (Bottom)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

SEQUENCED K-14 CURRICULUM COMMITTEE INVOLVEMENT

Sequenced K-14 Activity or Project	Check Activities You Would Be Willing to Work With	Check Activity That You Feel Your School Could Realistically Participate In
1. Development of a K-14 Student Planning Guide showing sequence of K-14 courses		
2. Staff share student course competencies from level to level		
3. Develop sequential courses for each K-14 program		
4. Hold joint staff meetings between institutions, buildings, and levels of instruction		
5. Develop proficiency exams for students moving from high school to a community college		
6. Develop a coordinated K-14 testing program		
7. Conduct a Guest Teacher/ Visitation Exchange		
8. Develop a Student Articulation Profile Card		
9. In-service training for the Sequenced K-14 Curriculum Program		

Form 70
151

These sections are ultimates in articulation programs, but certainly these activities can improve articulation by utilizing planning steps as outlined in the following pages. At the initiation of these activities, emphasis should be placed on manageable activities of short duration that improve articulation. Locally, you will have to decide what a "manageable activity" is for your area. Depending upon whether your district is a unit or dual district, urban or rural, community college or elementary district will dictate what activities are manageable for your area, but the following steps will help you initiate, implement, and continue articulation activities at your local level.

WHY COORDINATE SERVICES?

The coordination of services can:

- make effective use of existing assets
- make effective use of personnel capabilities
- expand communication among staff, community, parents and students
- maintain and conserve quality and quantity of services
- expand available services
- encourage collaboration efforts among agencies, institutions, organizations, etc.
- weave resources and services together
- develop potentialities and utilize to the optimum degree
- develop sharing of resources between school districts
- coordinate available materials

COORDINATED SERVICES

The joining together of vocational services will provide students with a wider range of quality services.

Outstanding vocational services are available in many educational institutions and community institutions, yet what is lacking is the coordination of these quality services which will make effective use of existing assets and personnel capabilities.

WHAT WILL THE SERVICES COMMITTEE ACCOMPLISH?

The Services Committee will provide an opportunity for all educational levels to be represented in determining objectives, goals and priorities and to initiate and implement joint vocational service activities. The Services Committee might include the formation of subcommittees for coordinated counseling services, coordinated librarian services, coordinated community services, etc.

While the goals, objectives and ultimate priorities of each K-14 Services Committee may vary, it is expected that common characteristics of a Services Committee would include the following:

1. Coordination of counseling services
2. Coordination of library services/A-V materials
3. Coordination of special services (social workers, artists, etc.)
4. Collaboration of community services
5. Development of Joint Agreements for effective use of existing resources
6. Maintaining quality services
7. Coordination of available resources
8. Development of potentialities of services
9. Coordination of consultants and research materials
10. Coordination of in-service programs

WHO IS RESPONSIBLE FOR DEVELOPMENT OF COORDINATED SERVICES?

The Articulation Roundtable would assume ultimate responsibility for the initiation of efforts to join together vocational services. If there is no person with the responsibility of coordinating services, then the Articulation Roundtable would delegate this responsibility to someone within the institution/district who has direct vertical contact with the chief school administrator. Depending on the size of school organization involved, this may be a vocational guidance counselor, vocational director, chief librarian or teacher.

WHO SHOULD BE INVOLVED?

The designated Services Coordinator should involve guidance counselors, librarians and staff representatives from all buildings and educational levels within a service committee organizational structure. The Articulation Coordinator should encourage involvement to include administrators, advisory committee members, students, instructors and counselors on the Services Committee.

WHEN WILL THE COMMITTEE MEET?

Although the diversity of representatives and their location could create problems in finding a time for the K-14 curriculum committee to meet, the districts and institutions involved may select the time from a number of alternatives such as:

1. during school time--after regular student dismissal
2. during school hours by employing substitute teachers for committee members
3. early dismissal of students to provide staff meeting time
4. utilizing in-service training program for committee work
5. summer workshops
6. other possibilities unique to a specific school district.

While providing time for the K-14 curriculum committee to meet may require other educational sacrifices, it is imperative that the best possible effort be made to provide a convenient time for those serving on the committee.

This committee can provide the needed communications between elementary, secondary and post-secondary levels and can be the vehicle to implement a successful K-14 sequenced curriculum.

PROCEDURES FOR FORMING K-14 SERVICES COMMITTEE

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	Determine institutions to be involved.	Use area institutions that a local district student would normally attend when progressing from K to 14th grade. (In case a community college is initiating the effort, select the K-12 school that indicates the greatest willingness to cooperate and interest in the program.)
Articulation Coordinator	Through Articulation Roundtable or other avenues, contact chief school administrators to obtain their support and permission to proceed with the establishment of a committee.	If making a personal visit to the office of each administrator involved, call ahead for scheduled appointment.
Chief School Administrator	Select representative for Service Committee.	Availability and ability of staff members.
Articulation Coordinator	Complete list of representatives.	Form 71
Articulation Coordinator	Notify representatives of meeting date.	Form 72
Articulation Coordinator	Prepare planning materials before original meeting with the committee Prepare Forms 74 and 75.	Form 73 Form 74 Form 75

Procedures for Forming K-14 Services Committee (continued)

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	Through discussion, reach a consensus within the committee on the importance of each activity and project listed on Form 74.	Form 74
Articulation Coordinator	Involve and commit members of the committee by soliciting their response to: a. what they would be willing to work on b. what priority concerns they feel can be realistically accomplished with the institutions and personnel involved	Form 75
Articulation Coordinator	Conclude the orientation committee meeting by asking members to return to their respective levels of instruction and sell the need for the coordination of services. Also set dates for future meetings and activities to be accomplished. Select a Services Committee Chairperson.	

K-14 SERVICES COMMITTEE LIST

Institution	Representative	Position	Address	Phone

Form 71
163

October 15, 19--

Ms. Mary Jones, Vocational Guidance Counselor
Willowspring High School
Willowspring, IL

Dear Mary:

We are pleased that you have been selected to be a representative to our Joint Services Committee. The Services Committee will plan, develop, and implement coordinated quality vocational services which will make effective use of existing assets and personal capabilities. Through a joint effort we can coordinate available resources and services, maintain quality services, develop potentialities and collaborate with community services.

The first Services Committee meeting will be (date) _____ at (time) _____ at (place) _____.

Sincerely,

John Smith
Articulation Coordinator

POSSIBLE K-14 SERVICES COMMITTEE ACTIVITIES
AND PROJECTS FOR COMMITTEE ORIENTATION MEETING DISCUSSION

Activity	Helpful Resources
1. Coordinate counseling services.	Locally Directed Evaluation Handbook #1: "Assessment of Student Services" #5. University of Illinois. CAPS Manual, p. 37-42, p. 89-109. Triton College. Programmatic Approach to Guidance Excellence, PAGE 2, Career Education Center, Eastern Illinois University.
2. Coordinate library services.	Locally Directed Evaluation Handbook #1: "Assessment of Student Services" #5. University of Illinois. CAPS Manual, p. 37-42, p. 89-109 . Triton College. Programmatic Approach to Guidance Excellence, PAGE 2, Career Education Center, Eastern Illinois University.
3. Coordinate special services.	Locally Directed Evaluation Handbook #1: "Assessment of Student Services" #5. University of Illinois.

Possible K-14 Services Committee Activities
and Projects for Committee Orientation Meeting Discussion (continued)

Activity	Helpful Resources
4. Collaborate with community services.	Locally Directed Evaluation Handbook #2. "Analysis of Community Resources" #16. University of Illinois. Teacher's Guide to Community Resources. Tri-County Industrial Education-Labor Council, Illinois Central College. A Handbook for Developing Vocational Programs and Services for Disadvantaged Students. VII - 1.1 Community Resource Based, Southern Illinois University.
5. Develop joint agreements.	Articulation Guide, Form 5, page 34
6. Coordinate available resources.	
7. Coordinate computer services.	
8. Coordinate job placement services.	CAPS Manual. Triton College. Procedures and Format to Implement a Model Career Education Program for the Handicapped, Section 12. Technical Education Research Center/Midwest and Springfield Public Schools.

Possible K-14 Services Committee Activities
and Projects For Committee Orientation Meeting Discussion (continued)

Activity	Helpful Resources
9. Jointly hosting Career Days/Nights.	A Handbook for Developing Vocational Programs and Services for Disadvantaged Students. VII 3.1 Career Fair.
10. Information Feedback System about previous students.	Locally Directed Evaluation Handbook #1: "Student Follow-up Survey" #2; "Employer Follow-up Survey"#3, University of Illinois. CAPS Manual. pp.111-122. Triton College.
11. Articulation of student's interests, experiences, exposures, etc.	Articulation Guide, Section - Student Profile Card, p. 181 Locally Directed Evaluation Handbook #1: "Assessing Student Career Interest" #6, University of Illinois. CAPS Manual. pp. 69-88. Triton College.

COMMITTEE RANKING OF IMPORTANCE OF POSSIBLE
K-14 SERVICESCOMMITTEE ACTIVITIES OR PROJECTS

Activity of Project Ranking--
List Most Important (Top) to Least Important (Bottom)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

K-14 SERVICES COMMITTEE

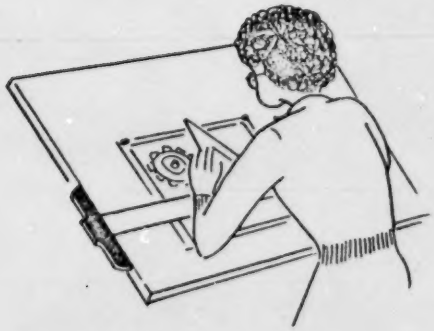
Sequenced K-14 Activity or Project	Check Activities You Would Be Willing to Work With	Check Activity You Feel Your School Could Realistically Participate In
1. Develop coordination of counseling services.		
2. Develop coordination of library services.		
3. Develop coordination of special services.		
4. Develop collaboration with community services.		
5. Develop joint agreements.		
6. Develop coordination of available resources.		
7. Develop coordination of computer services.		
8. Develop coordination of job placement services.		
9. Host Joint Career Days/Nights.		
10. Develop system for feedback of information regarding previous students.		
11. Develop cards recording student's interests, aptitudes, attitudes, experiences and skills.		

Form 75
169

K-14 STUDENT PLANNING GUIDE

To develop a student planning guide, it will be necessary for each building, institution, and district which educates the student from kindergarten level through community college to develop a student planning chart for the building, institution or district. The student planning chart shows the sequence of courses and programs within each building, institution or district.

The student planning charts are fitted together to form the K-14 student planning guide which shows the sequence of courses and programs providing the student with an overview of the entire vocational/technical/career education curriculum from kindergarten through community college levels.



PROCEDURES FOR DEVELOPMENT OF STUDENT PLANNING GUIDE

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator	•Set date for Student Planning Guide Development Meeting allowing time for development of student planning chart.	
Articulation Coordinator	•Develop list of persons to contact. •Initiate activity with Vocational Directors/Deans/Principals.	Form 76 Form 77
Vocational Director/ Dean/ Principal	•If you do not have a sequenced program chart for your vocational department/division, request that the departmental/ divisional chairpersons complete a chart of sequenced programs.	Form 78 Charts already in existence
Vocational Director/ Dean/ Principal/ Career Education Coordinator/ Guidance Personnel	•Collect the completed charts and develop a Student Planning Chart for your institution.	Sample Completed Form 79 Form 81
Articulation Coordinator	•Call to remind Vocational Directors/Deans/Principals of meeting. Also inquire into the progress of their charts.	Form 76
Articulation Coordinator	•At the meeting, assist in the development of a K-14 Student Planning Guide. •Copies of the completed Student Planning Guide should be made available to guidance counselors, teachers and students.	Form 80 Form 81 Duplicating materials

LIST OF PERSONS TO CONTACT

	Career Education Coordinator/ Vocational Director/Dean/ Principal/Guidance Personnel	Check when Letter is Sent with Forms	Check if Will Attend the Meeting	Check If Chart Is Ready	Address	Phone
Elementary Institution						
Secondary Institution						
Area Vocational Center						
Community College						

Form 76 175

Sample Letter Requesting
Development of Activity

October 15, 19--

James Smith
Career Education Dean
Smithville Community College
Smithville, IL

Dear Jim:

We are hoping to develop a student planning guide that will show the student the sequence of vocational programs from kindergarten through community college level. If you do not already have a listing of sequenced programs and potential student opportunities, please request that your divisional/departmental chairpersons complete Form 78.

When you have collected the completed Form 78, then you can develop a Student Planning Chart for your institution using Form 80.

Please bring your Student Planning Chart (Form 80) to our meeting which is planned for ____(date)_____ at __(time)___ at ___(place)___. At this meeting we will develop a K-14 Vocational Student Planning Guide.

Sincerely,

Jane Doe, Articulation Coordinator
Smithville High School
Smithville, IL

Attached: Forms 78, 79, and 80

SEQUENCED PROGRAM CHART

Department _____

Please list courses in sequential order.

Grade Level	Program _____ Course _____	Program _____ Course _____	Program _____ Course _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Potential Opportunities Upon Successful Completion of a Program			

Form 79 178

INDUSTRIAL EDUCATION Student Planning Guide

	DRAWING TECHNOLOGY	*GRAPHIC ARTS (PRINTING)*	*CONSTRUCTION TRADES*	*METAL TECHNOLOGY*	*TRANSPORTATION*	*ELECTRICAL TECHNOLOGY*
FRESHMEN	FRESHMAN SHOP	FRESHMAN SHOP	FRESHMAN SHOP	FRESHMAN SHOP	FRESHMAN SHOP	FRESHMAN SHOP
SOPHOMORES JUNIORS SENIORS	GENERAL DRAWING	GENERAL PRINTING	GENERAL WOODS	GENERAL METALS	GENERAL AUTO POWER MECHANICS	GENERAL ELECTRICITY
JUNIORS	ARCHITECTURAL DRAWING ENGINEERING DRAWING	VOC. GRAPHIC ARTS	VOC. BUILDING TRADES ADVANCED WOODS	VOC.MACHINE OPERATOR VOC.MACHINE SHOP VOC.WELDING ADV.METALS	VOC. AUTO VOC. SMALL ENGINE VOC. BODY & FENDER	VOC. ELECTRONICS AND SERVICING
SENIORS	ARCHITECTURAL DRAWING ENGINEERING DRAWING D.O. CO-OP	VOC. GRAPHIC ARTS OR D.O. CO-OP	VOC.BUILDING TRADES ADV. WOODS OR D.O. CO-OP	VOC.MACHINE OPERATOR VOC.MACHINE SHOP VOC.WELDING ADV. METALS OR D.O. CO-OP	VOC. AUTO VOC. SMALL ENGINE VOC. BODY & FENDER OR D.O. CO-OP	VOC. ELECTRONICS AND SERVICING OR D.O. CO-OP
POTENTIAL OPPORTUNITIES UPON SUCCESSFUL COMPLETION OF A PROGRAM	- *Draftsman* - *Continue in an engineering curriculum*	- *Apprenticeship* - *Printer or related employment* - *Post-Secondary Graphic Engineering Training*	- *Cabinetmaking* - *Building Trades* - *Self employment* - *Apprenticeship* - *Remodeling* - *Laborer* - *Lumber Yardman*	- *Machine Operator* - *Apprenticeship* - *Welder* - *Post-Secondary Technical Training* - *Quality Control*	- *Auto Mechanic Apprenticeship* - *Bodyman* - *Small Engine Technician* - *Post-Secondary in Mechanical Engineering*	- *Electrical Appliance Repair* - *Engineering* - *Electronic Salesman* - *Adv.TV & Radio Training*

Source: Bloom Twp. H. S.
District #206
Dean Wertz

This STUDENT PLANNING GUIDE has been designed to assist students as they prepare in the industrial career areas. The courses are listed beneath the occupational title according to grade level.

Students should not feel locked into any sequence and should feel free to change plans during their high school years.

Sample Completed Form

BUILDING/INSTITUTION/DISTRICT
STUDENT PLANNING CHART

Program Titles:				
Student Level				
Student Opportunities				

K-14 STUDENT PLANNING GUIDE

	Program Titles:			
Elementary Levels				
Secondary Levels				
Community College Levels				
Student Opportunities				

CAREER EDUCATION STUDENT ARTICULATION PROFILE CARD

The completion and continuation of a Career Education Student Articulation Profile Card will provide substantial individual information to the student as well as to teachers, parents and counselors. Teachers will be able to read the card to understand the student's learning style, interests, abilities and potentials. The teacher will be able to determine the best teaching method for the student and also be able to determine how best to capture the student's interest. The counselor will be able to track the student into courses that will relate to the student's interests, abilities, and learning style.

Development of the Career Education Student Articulation Profile Card will involve the student in doing a self-assessment of his or her abilities, interests, attitudes, and learning style. This assessment will force the student to realistically look at himself or herself and determine best possible occupational choices according to his or her own profile.

DEVELOPMENT OF THE CAREER EDUCATION STUDENT ARTICULATION PROFILE CARD WILL:

A. Provide formalized transference of student's interests, aptitudes, learning style, experiences, and exposures from teacher to teacher and institution to institution.

B. Involve student in an annual self-assessment.

C. Provide formalized method to be sure that the student receives exposure to all occupational clusters.

D. Provide formalized method to involve parents in student's progress.

PROCEDURES FOR DEVELOPMENT OF THE CAREER EDUCATION
STUDENT ARTICULATION PROFILE CARD

Person Responsible	Activity	Resources to Utilize
Articulation Coordinator and Articulation Roundtable Members	Select representatives to the Student Articulation Profile Card Committee.	Abilities of personnel
Articulation Coordinator	Prepare materials before initial meeting.	Pages 185-186
Committee	Determine information to be on card.	Forms 82 and 83
Committee	Implement use of card and make needed revisions.	

223

224

SUGGESTED IDEAS FOR
CAREER EDUCATION STUDENT ARTICULATION PROFILE
CARD COMMITTEE

A key to articulation of vocational/career education may be the student record. Ordinarily, student records do not contain specific information related to vocations/careers. Some suggested categories of information that may be important are career related:

1. interests
2. aptitudes
3. values and attitudes
4. experiences
5. decisions
6. skills
7. needs

Schools need to have adequate student records of the type named in order to monitor students and to help them. Although the samples that accompany this statement are open-ended and suggestive, it may be that further development of them could result in some consolidation, shortening and classifying. It may be possible to develop check lists.

Probably the most important record form of those included is the one entitled "Career Related Interests Expressed," because the columns, in which the teacher or counselor must evaluate the interest, require that the teacher or counselor have other information about the student, which may be contained in other records.

The books li:ted below will give you ideas about different kinds of inventories that can be completed to give the student and the teacher an understanding of the student's interests, abilities, learning style and personal growth.

Survey for Real versus Ideal	Teaching Is Merrill Harmin and Tom Gregory Science Research Associates, Inc., 1974
Survey for Learning Style	Discovering Your Teaching Self Richard L. Curwin and Barbara Schneidor Fuhrmann Prentice-Hall, Inc., 1975
Survey for Personal Goals	Personalizing Education Leland W. Howe and Mary Martha Howe Hart Publishing Company, 1975
Survey for Learning Style	Educator's Self-Teaching Guide to Individualizing Instructional Programs Rita Dunn and Kenneth Dunn Parker Publishing Company, 1975
Survey for Responsible Independence Growth	Individualized Teaching in Elementary Schools Dona Kofod Stahl and Patricia Anzalone Parker Publishing Company, 1970
Survey for Reading Interest and Survey for Social Awareness	Nooks, Crannies and Corners Imogene Forte and Joy Mackenzie Incentive Publications, Inc., 1972

Student Name _____

CAREER RELATED INTERESTS SHOWN

Grade Level and/or Course	Interest Expressed and How	Check Those that Apply					
		Uninformed	Realistic	Unrealistic	Romantic	Aspiration: Too High	Aspiration: Too Low

Interests may be expressed in conversations, in demonstrations, on an inventory, etc.

Student Name _____

CAREER RELATED APTITUDES SHOWN

Grade Level and/or Course	Aptitude Shown	Comments, Observations

Aptitudes may be general (organization, flexibility, leadership, versatility, academic, etc.) or specific career related.

Student Name _____

CAREER RELATED VALUES AND ATTITUDES EXPRESSED

Grade Level and/or Course	Attitude or Value Expressed	Situation

Attitudes and values may include cooperation, responsibility, etc.

Student Name _____

CAREER RELATED EXPERIENCES

Grade Level and/or Course	Experience	Check Those That Apply: Clusters 1	2	3	4	5

Clusters:

1. Applied Biological and Agricultural Occupations
2. Business, Marketing and Management Occupations
3. Health Occupations
4. Industrial-Oriented Occupations
5. Personal and Public Service Occupations

Form 82
187

Form 83
188

Student Name _____

CAREER RELATED DECISIONS MADE

Grade Level and/or Course	Decision Made	Check Those That Apply					
		Uninformed	Realistic	Unrealistic	Romantic	Aspiration Too High	Aspiration Too Low

Decisions may relate to specific courses, fields of work, type of work activity, working conditions, etc.

Student Name _____

CAREER RELATED NEEDS

Grade Level and/or Course	Need Identified	Please Initial-Agreed By			
		Teacher	Counselor	Student	Parent

Needs may relate to planning, skills to develop, courses to take, education needed, etc.

Student Name _____

CAREER RELATED SKILLS DEVELOPED

Grade Level and/or Course	Skill Developed	Quality		
		Modest	Good	Employable

Skills may be basic, such as spelling or math, or have specific occupational reference.

Appendix A - Factors Leading to Good Articulation

Appendix B - Questionnaire

Appendix C - Implementation of Articulation Activities Will Provide

Appendix D - Suggested Timetable

FACTORS LEADING TO GOOD ARTICULATION

1. climate of understanding and cooperation
2. open communications
3. give-and-take attitude
4. willingness to share
5. concern for student's total educational process
6. climate allowing feedback and rapport with students
7. trusting environment
8. outlets for internal and external validation of programs
9. administrators endorsing articulation activities
10. well spelled-out objectives for articulation committees for real articulation for the purpose of strengthening education

SUGGESTED QUESTIONNAIRE DISTRIBUTION

Distribute Form 85, 9-14 questionnaires to:*

- 15 Vocational Teachers
- 2 Guidance Persons
- 1 to each Articulation Roundtable representative (Superintendent/President and Vocational Director/ Dean/Principal)
- 5 Chairpersons and Curriculum Director/Dean

Distribute Form 86, K-8 questionnaires to:*

- 8 K-8 personnel (teachers, principals, guidance personnel)

You may wish to utilize Form 84, Sample Memo to Staff as a cover letter to the selected persons who will complete the questionnaire.

9-14 Needs Assessment Questionnaire, Form 85, and K-8 Needs Assessment Questionnaire, Form 86, are sample questionnaires. You may wish to add or delete questions.

*Depending upon the size of your Articulation Roundtable, it may be necessary to increase or decrease distribution copies.

Sample Memo
to Staff

Thornwood High School

171st Street and South Park, South Holland, Ill. 60473 Ph. 596-1000

Dr. Robert C. Mitchell
Principal

November 15, 1977

TO: Dr. Sheila O'Brien

FROM: Hugh McCabe *Hmc*

RE: VOCATIONAL ARTICULATION NEEDS ASSESSMENT QUESTIONNAIRE

A well known truism states that: If you want something done ask a busy person to do it. Unfortunately that seems to be true in this case because you were selected to be one of twenty-four Thornwood staff members to receive this questionnaire.

The attached questionnaire deals with your beliefs and your perceptions as to the status of vocational education in Thornwood. Before specific programs for better articulation can emerge, we must know where we are. Please help by filling out the questionnaire and returning it to me by November 23. Thank you very much.

HM:gr
att.

Form 84
195

9-14 NEEDS ASSESSMENT QUESTIONNAIRE

Career/Vocational Education

The purpose of the questionnaire is to solicit your opinions concerning the present status of K-14 articulation of career and vocational programs in our area and assist in the identification of our articulation needs and priorities.

Please fill in all the blanks or check the answers that you feel would apply to the questions listed below. You may use the back of the last sheet for any comments you wish to make.

---

1. School District_____Building_____

2. Your position:
___Counselor ___Voc/Ed Teacher
___Voc/Ed Director/Dean ___Principal
___Curriculum Director ___Coordinator
___Other (Specify)_____

3. Grade Level: __9-10 __11-12 __13-14 __Other (Specify)_____

4. Which of the following areas of career or vocational education do you work with as part of your educational role? (Check all that apply)
___None ___Career/self-awareness
___Career orientation ___Career exploration
___Occupational preparation ___Other (Specify)_____

5. Which of the following occupational areas do you work with? (Check all that apply)
___Health Occupations ___Home Economics
___Agricultural Occupations ___Business, Marketing and Managing Occupations
___Industrial Oriented Occupations ___Other (Specify) _____

6. Which of the following methods are used to provide vocational training in our area? (Check all that apply)
___Not sure ___High School Vocational Program ___Area Vocational School ___Joint agreements with other high schools ___Joint agreements with community college __Community College program ___Other (Specify)_____

7. What information is regularly provided by your school to receiving schools to assist in appropriate course placement? (Check all that apply)
___Little or none ___General information only ___Anecdotal records ___Test scoring ___Individual staffing
___Competency statements ___Course descriptions ___Transcripts ___Other (Specify)_____

8. What specific student competencies do you feel should be given more coverage at your level to better assist students to gain job entry and advance in their career area?_____

Mark each of the following statements by circling the symbols on the left of each statement that best describe your feelings about that item. The symbols and their meanings are:

SA = Strongly agree A = Agree
D = Disagree SD = Strongly disagree

SA A D SD 9. Efforts are made to coordinate course content between my school and other educational levels K-14.

SA A D SD 10. Most skills required by students entering occupational programs have been adequately covered in feeder schools.

SA A D SD 11. Closer cooperation between my school and feeder schools would probably improve occupational preparation of students.

SA A D SD 12. Overlap in similar curriculum materials at different levels constitutes a problem in our area.

SA A D SD 13. Most students who want it receive adequate training for job entry and advancement in vocational training programs in our area school.

SA A D SD 14. Most entering students in our school are placed in appropriate courses for their interests and abilities.

SA A D SD 15. A student making an occupational program as a sophomore and continuing this choice through the 14th grade level would get solid, well-rounded preparation for employment in that area.

SA A D SD 16. Counselors recommend vocational courses to interested students of all ability levels in our school.

SA A D SD 17. There are close working relationships in my school between staff teaching in vocational and "academic" areas.

SA A D SD 18. Students are adequately oriented to educational and occupational alternatives in the elementary and middle school program in our area.

SA A D SD 19. Teaching staff in applied arts programs participate in the development of a One and Five Year Plan for career/vocational education.

SA A D SD 20. Adequate information is provided by feeder schools for appropriate course and ability placement of incoming students.

The following are methods that have been utilized to improve articulation between teachers and schools, grade levels K-14. Please read each item and indicate if you agree or disagree that the activity listed would be effective in improving articulation between your school and schools your students will attend after leaving your building.

SA A D SD 21. Joint meetings with staff from other schools

SA A D SD 22. Shared course descriptions and program requirements

SA A D SD 23. Coordinated program objectives

SA A D SD 24. Coordinated student follow-up program

SA A D SD 25. Exchanged curriculum guides

SA A D SD 26. Jointly developed curriculum guides

SA A D SD 27. General discussions of student placement

SA A D SD 28. Individual discussions of student placement

SA A D SD 29. Student transfer guides between schools

SA A D SD 30. Joint institute days

SA A D SD 31. Teacher exchange program

SA A D SD 32. Teacher visitations to other schools

SA A D SD 33. K-14 curriculum committee

SA A D SD 34. Jointly developed student/parent curriculum guides

SA A D SD 35. Expanded student records

SA A D SD 36. Coordinated testing program

SA A D SD 37. Joint in-service programs

SA A D SD 38. Joint administrative articulation meetings

SA A D SD 39. Community advisory committees

SA A D SD 40. Jointly developed One and Five Year Plan for career and vocational education

Circle the number of the 5 activities listed above that you feel should have the highest priority in development of a program to improve K-14 Career and Vocational Education articulation in your area.

Can you suggest any other activities or resources that would be useful in articulation improvement? _____

Would you be willing to work with the activities you suggested or circled as priorities?

___YES ___NO ___NOT SURE

K-8 NEEDS ASSESSMENT QUESTIONNAIRE

Career Vocational Education

The purpose of this questionnaire is to solicit your opinions concerning the present status of K-14 articulation of career and vocational programs in our area and assist in the identification of our articulation needs and priorities.

Please fill in the blanks or check the answers that you feel would apply to the questions listed below. You may use the back of the last sheet for any comments you wish to make.

---

1. School District _____ Building _____

2. Your position:
   ___Teacher ___Counselor
   ___Principal ___Other (Specify)_____

3. Grade Level: __K-2 __3-5 __6-8 __Other (Specify)_____

4. Which of the following areas of career or vocational education do you work with as part of your educational role? (Check all that apply)
   ___None ___Career/self-awareness
   ___Career orientation ___Career exploration
   ___Occupational preparation ___Other (Specify)_____

5. Which of the following occupational areas are covered in your curriculum? (Check all that apply)
   ___Health Occupations ___Home Economics
   ___Agricultural Occupations ___Business, Marketing and Managing Occupations
   ___Industrial Oriented Occupations ___Other (Specify) _____

6. Which of the following methods are used to provide vocational training in our area? (Check all that apply)
   ___Not sure ___High School Vocational Program ___Area Vocational School ___Joint agreements with other high schools ___Joint agreements with community college ___Community College program ___Other (Specify) _____

7. What information is regularly provided by your school to receiving schools to assist in appropriate course placement? (Check all that apply)
   ___Little or none ___General information only ___Anecdotal records ___Test scoring ___Individual staffing ___Competency statements ___Course descriptions ___Transcripts
   ___Other (Specify)_____

8. What specific student competencies do you feel should be given more coverage at your level to better assist students to gain job entry? _____

Mark each of the following statements by circling the symbols on the left of each statement that best describe your feelings about that item. The symbols and their meanings are:

SA = Strongly agree A = Agree
D = Disagree SD = Strongly Disagree
? = Don't Know

SA	A	D	SD	?	9.	Efforts are made to coordinate course content between my school and other education levels K-14.
SA	A	D	SD	?	10.	I am familiar with course offerings in the area of vocational education at our local high school(s).
SA	A	D	SD	?	11.	The content of my curriculum has been affected by information about the high school curriculum.
SA	A	D	SD	?	12.	Closer cooperation between my school and local high school(s) could improve my program and the overall preparation of students in the area of vocational education.
SA	A	D	SD	?	13.	Overlap in coverage of similar materials at different levels (elementary, middle, high school, community college) constitutes a problem in our area.
SA	A	D	SD	?	14.	Most students receive systematic and complete training in all the vocational skills required for successful job entry and advancement.
SA	A	D	SD	?	15.	Students are usually placed in the proper course or programs for their interests and ability levels when they leave our building.
SA	A	D	SD	?	16.	A high level of communication takes place between high school and our staff concerning curriculum and individual students.
SA	A	D	SD	?	17.	Teaching staff in our school assists in the development of a One and Five Year Plan for career education.
SA	A	D	SD	?	18.	Career education is an important part of the curriculum at my grade level.
SA	A	D	SD	?	19.	Our schools provide students with adequate information for educational and occupational planning.
SA	A	D	SD	?	20.	Students should be provided information about occupations while in elementary and middle schools.
SA	A	D	SD	?	21.	Teachers in our school have the skills and resources to integrate career education into the curriculum.

The following are methods that have been utilized to improve articulation between teachers and schools grade levels K-14. Please read each item and indicate if you agree or disagree that the activity listed would be effective in improving articulation between your school and schools your students will attend after leaving your building.

SA	A	D	SD	?	22.	Joint meetings with staff from other schools
SA	A	D	SD	?	23.	Shared course descriptions and program requirements
SA	A	D	SD	?	24.	Coordinated program objectives
SA	A	D	SD	?	25.	Coordinated student follow-up program
SA	A	D	SD	?	26.	Exchanged curriculum guides
SA	A	D	SD	?	27.	Jointly developed curriculum guides
SA	A	D	SD	?	28.	General discussions of student placement
SA	A	D	SD	?	29.	Individual discussions of student placement
SA	A	D	SD	?	30.	Student transfer guides between schools
SA	A	D	SD	?	31.	Joint institute days
SA	A	D	SD	?	32.	Teacher exchange program
SA	A	D	SD	?	33.	Teacher visitations to other schools
SA	A	D	SD	?	34.	K-14 curriculum committees
SA	A	D	SD	?	35.	Jointly developed student/parent curriculum guides
SA	A	D	SD	?	36.	Expanded student records
SA	A	D	SD	?	37.	Coordinated testing program
SA	A	D	SD	?	38.	Joint in-service programs
SA	A	D	SD	?	39.	Joint administrative articulation meetings
SA	A	D	SD	?	40.	Community advisory committees
SA	A	D	SD	?	41.	Jointly developed One and Five Year Plan for career and vocational education

Circle the number of the 5 activities listed above that you feel should have the highest priority in development of a program to improve K-14 Career and Vocational Education articulation in your area.

Can you suggest any other activities or resources that would be useful in articulation improvement?_____

_____

Would you be willing to work with the activities you suggested or circled as priorities?

___YES ___NO ___NOT SURE

TABULATION OF QUESTIONNAIRES

To summarize questionnaires, it is suggested that your tabulations be made on a blank questionnaire and summarized. This provides data for you with the exact questions as they were asked. You may wish to break down the data into summary pages for each institution that responded.

IDENTIFICATION OF NEEDS

After reviewing Forms 85 and 86, write summary analysis statements regarding the information.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Form 88
207

RANK ORDER FIVE TOP PRIORITIES FROM PREVIOUS STATEMENTS

1. _____

2. _____

3. _____

4. _____

5. _____

IMPLEMENTATION OF ARTICULATION
ACTIVITIES WILL PROVIDE:

A. Planning according to local situation, taking into account local successes, activities, present status and future needs.

B. Local autonomy while engaging local cooperative relationships between all levels of education.

C. Coordination of planning, orientations, programs, etc.

D. Goals that are arrived at in a cooperative manner and are concretely spelled out.

E. Continuous and effective learning progress for students from level to level and institution to institution.

F. Common jointed action procedures to involve the home and community.

G. Formal procedures for building a cooperative climate.

H. Expansion of communication among staff.

I. Procedures for development of sequential programs, skills and competencies for vocational programs.

J. Methodology for coordination of vocational services.

K. Evaluation component to determine attainment of objectives.

SUGGESTED TIMETABLE

September	October	November	December	January	February	Mar
Form an Articulation Roundtable (p. 17)	Continue Articulation Roundtable	→	→	→	→	→
	Develop a One and Five Year Articulation Plan (p.49)	Implement Plan →	→	→	→	→
		Depending upon your local plan and existing advisory councils, form necessary joint advisory councils (p. 65)	Continue meeting of councils as needed. →	→	→	
		Implement Guest Teacher/ Visitation Exchange Activity (p. 79)	Carry out exchange programs →	→	→	
		Initiate development of Student Planning Guide (p. 173) →	→	Develop guides →	Expand guides →	
		Depending upon local plan and existing curriculum committees, form K-14 Curriculum Committee (p. 139)	Continue meetings and activities as needed. →	→	→	
			Develop Departmental/Divisional Visitations Within and Between Institutions (p. 89)	Continue visitations →	→	
				Develop Joint Departmental/ Divisional Meetings (p. 109)	Continue joint meetings →	
				Implement Joint Institute Day (p. 121) →	→	
			Depending upon local plan and existing committees, form K-14 Services Committee (p. 161)	Continue Services Committee →	→	
				Develop C.E. Student Profile Card (p. 183) →	→	